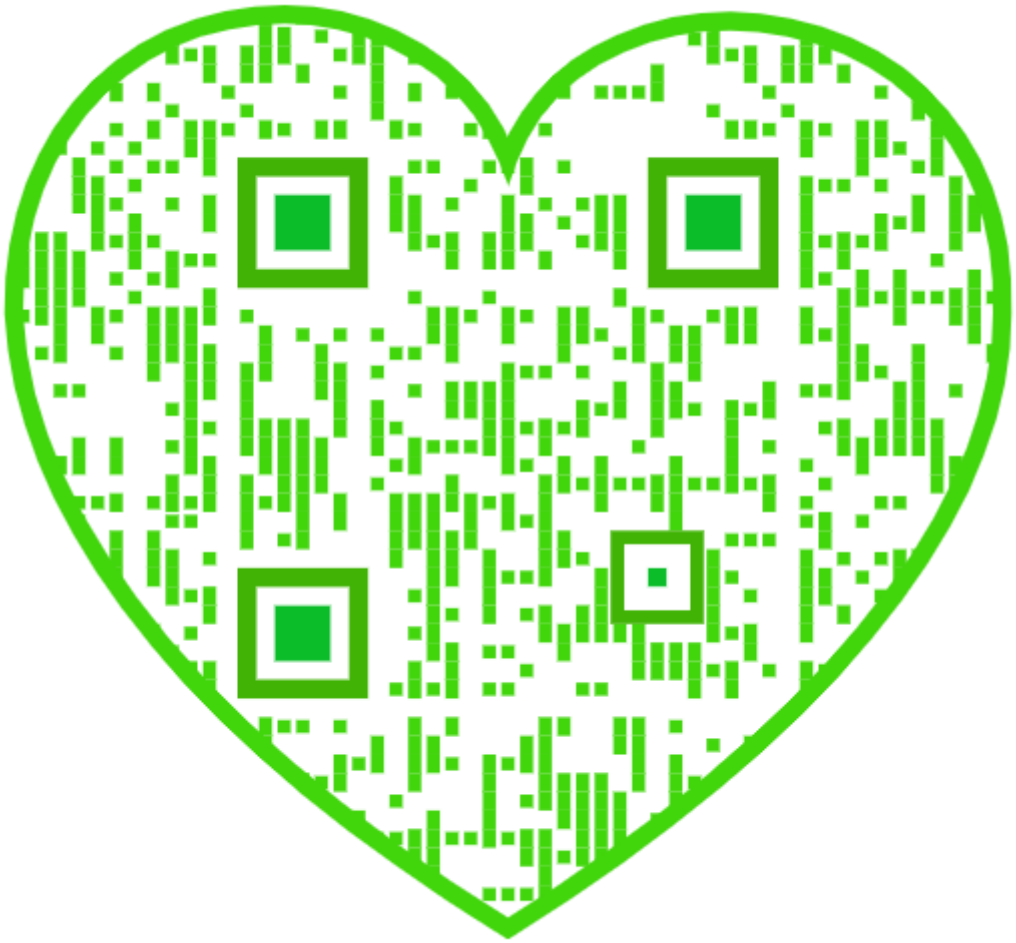

ROWE SHORTHAND

Being an adaptation of the principles and rules of New Rapid Shorthand which provides a complete course of study and training in the art of shorthand writing by the use of a system of abbreviated characters, that is easily learned, as legible as print, and that can be written as rapidly as language is spoken

PREPARED BY

BENN W. PARKER

EDITED BY

HARRY M. ROWE, Ph.D.

"Let there be a system of writing discovered that is as legible and may be learned as easily as longhand, and that may be written as rapidly as the language is spoken, and the greatest invention of the age is accomplished"

THE H. M. ROWE CO.
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PREFACE

Rowe Shorthand has been known since its first publication in 1888 as New Rapid Shorthand. The title was changed as it appears in this book for the following reasons: (a) the agreement at the time the title to the copyright was purchased by the present publisher does not permit the use of the author's name (Mr. McKee) in the title, (b) the word "New" in the title is no longer appropriate in connection with a system that has been in constant use for considerably more than a quarter of a century, and (c) it is obvious that since rapidity is claimed for all systems, the word "Rapid" in the old title now has no special significance. For these reasons it seemed preferable to identify the present text with the name of the house publishing it.

In his preface written in 1889 the author says, "No apology need be offered for the appearance of the present work. The history of the past proves that a system of brief writing has been the demand of the ages. That this demand still exists is too obvious to need assertion. When we realize what a small percentage of the multitudes who yearly take up the study of shorthand make a success of it, we begin to see the need of improvement in this line of human achievement. This recognized necessity for a simple, practical system of brief writing—one that can be learned and put into daily use by the masses, without devoting years of study and practice to this one study alone—is what inspired the author in his efforts to develop the present system."

In his Introduction in the same text he says, "What the world is demanding today is a system that can be *easily learned*, is as *legible as print*, and can be *written rapidly*. Illegibility has been the most glaring defect of all systems of shorthand writing. This great deficiency together with others, so painfully realized by the author in past years, accounts for the existence of New Rapid Shorthand."

These statements show how clearly the author understood what he wished to accomplish in inventing a system of shorthand.

But he wrought better than he knew. It was not permitted that he should see or perhaps realize the wonderful possibilities of the system he created—a system so perfect in the basic elements of its construction that its alphabet and principles stand today substantially as he left them. Copyright difficulties, which in no way reflected upon his originality or integrity as an author, caused him to abandon this system for another which occupied his attention thereafter.

It was left to others to discover the latent possibilities of the system. These discoveries finally led to some distinctly original applications of the principles of the system, particularly in utilizing their unusual powers for giving expression to the phonic elements of language structure.

Perhaps the most gifted exponent of these discoveries, as well as of the entire system as it is herein set forth, is Mr. B. W. Parker, who originated most of the changes to which reference has been made. His long experience, beginning as a student of Mr. McKee and continuing for a period of something over twenty-five years as a teacher and writer of the system, as well as his familiarity with other shorthand systems, gives him an authoritative position in the shorthand world. Perhaps some of the pedagogic treatment in the arrangement of the text and particularly the simplicity of the language used in describing and differentiating between the associated sound elements of consonants may be properly accredited to the editor, who is the writer of this preface.

Teachers and writers of shorthand cannot peruse the following pages very far without discovering many features dealing with the structural sounds of our language which have not heretofore been considered in connection with any shorthand system, that are bound to have far reaching effects in all future efforts that are directed towards perfecting the art of shorthand writing. These features cannot fail to command the attention of thoughtful teach-

ers, particularly those who have given some study to word structure and the essential sound elements necessary in giving utterance to human speech.

It should be remembered that Rowe Shorthand is no experiment. Originally the work of a remarkable genius in shorthand creation, it has been refined in the crucible of experience at the hands of those who are masters of the subject. Since its first publication the system has been continually under the hammer of a searching criticism that was intended to finally produce the best and most nearly perfect system of shorthand that could be invented. Its quality which, we believe, fully justifies the strong claims we make for it, will be quickly discovered by any one who will take the trouble to investigate it.

ROWE SHORTHAND

A Statement of What Rowe Shorthand Is,

Which should be read and studied before proceeding with Lesson One

Rowe shorthand is composed of an alphabet of forty-three characters, with two principles and forty rules which direct their use in the art of shorthand writing. The first principle is that of *vowelization;* the second is that of *syllable extension.* This alphabet and these principles and rules combine with such perfect harmony and accuracy in recording sounds and their combinations as they occur in their natural order in words, phrases, etc., as to constitute a system of shorthand that is scientific in its construction and application, is as legible as print and that can be written as rapidly as the language can be spoken.

The system is so complete in its alphabetic expression of elemental sounds and so adequate in its expression of combinations of sounds under the rules based upon its principles, that the same words are always written with the same outlines by all writers of the system with no exception to principles and no variation in rules.

The alphabet of Rowe Shorthand is composed of simple characters that are easily joined and capable of being written at great speed, with a separate character for each elemental sound in the language. Those characters that may be written and joined with the greatest ease are used to represent the most frequently occurring sounds in order to secure the greatest speed and legibility in writing combinations of sounds using connected outlines, whether found in words, phrases or sentences. The characters of the alphabet are so arranged as to lend themselves readily in forming outlines that represent *syllables*, so that every stroke that is made

is one of *complete syllabic expression*, thus establishing the system as purely *phonetic*.

The complete alphabet is shown on page 57, but since its characters are introduced in their order in the various lessons in connection with the principles and rules involved in their application, reference to it at this time is unnecessary.

The principles and rules of Rowe Shorthand are simple and clear in statement, direct and absolute in their application, free from exceptions and always produce like outlines. Their applications are amply illustrated in exercises throughout the text.

Such a series of principles and rules is possible only when the alphabet of the system is facile, complete and scientific in its representation of the elemental sounds of speech. The principles are so scientifically developed in the rules that the extension of outlines following primary syllables, for additional syllables, words or phrases, are always written according to principle and without any departure from the rules laid down. There is never any departure from these principles and rules. For this reason there is little use for arbitrary word signs, of which there are less than one hundred in the entire system.

Vowelization. In Rowe Shorthand vowels are indicated in two ways: (1), *in those words beginning with a consonant*, by writing the character representing the beginning consonant sound on the position assigned to the first sounded vowel following the consonant, and (2), by writing vowel characters for initial vowels, prefixes, suffixes, and vowel words, i.e., words in which the only sounded vowel is the initial vowel.

Since the value of any shorthand system *is largely determined by the extent to which it definitely expresses vowel sounds*, some fuller consideration of this important feature seems appropriate at this point.

Vowelization, or the representation of the sounds of vowels in words, has been one of the greatest difficulties with which authors of shorthand systems have had to contend.

Vowels are usually indicated by the "vowel position" method or by the "connective vowel" method. The method used in Rowe Shorthand is indicated in the third paragraph above, although its position method is materially and radically different from that method as exemplified in other systems.

Rowe Shorthand was the first known system to adopt an efficient method of arranging the vowels in their *natural alphabetic order*, i.e., as they occur in the English alphabet. Each vowel is assigned but one position, and the principle of vowelization definitely and certainly reveals the place it occupies in the word. There is no opportunity for confusion. Both in theory and practice this method works out definitely and with absolute certainty.

It is this method of vowelization, combined with the scientific assignment of the alphabetic characters to represent the various sounds used in speech, that makes possible the powerful contracting principles through which such a remarkable degree of brevity in outlining is secured without sacrifice of legibility.

The position method of vowelization as exemplified in Rowe Shorthand is the only known method that does not compel illogical abbreviations and the dropping of vowels in the later efforts to develop speed and efficiency in writing. As word outlines are first learned by the student, so are they retained throughout his course of study, and his final writing effort is in exact harmony, and in strict accordance with his initial effort.

Much prejudice and unjust criticism exists in the minds of some shorthand teachers and writers with regard to indicating vowels by position, caused, no doubt, by the complex and uncertain manner of using this method in some of the best known systems of phonography, which assign from four to six different vowel sounds to the same position. For example, a consonant stroke, written on what is called the "first position" in these systems, might express "broad a," "long e," "short i," "short o," "long i," or "oi," hence, in writing, the context must necessarily determine which one of these five or six different vowel sounds is to be used,

and further, the context must determine the position the vowel occupies in the word, for in most instances there is nothing to show whether the word begins with a vowel or a consonant, or where the vowel is to be located. Another result of such indefinite and uncertain methods of indicating vowels is that a half dozen words are frequently expressed by the same outline on the same position.

There can be no question of the superiority of the position method over the connective vowel method, for the reason that to express all vowels by circles and loops requires outlines too long to be written with sufficient speed to meet the requirements of practical shorthand writing. This is proven by the fact that all connective vowel systems are replete with later instructions to omit vowels and to make arbitrary contractions that leave the student practically without direction and resolves such systems into little more than systems of word signs.

In Rowe Shorthand that which the student learns in the beginning he carries into practice throughout his course. Not a single word form is taught in any part of his work that is changed later on and this arrangement has been made possible by a perfect method of vowelization.

Thus it will be seen that the high efficiency of Rowe Shorthand is the result of its scientific construction as exhibited—

(*a*) In the assignment of sound values to the characters of its alphabet,

(*b*) In its method of vowelization, and

(*c*) In the formulation of its rules so that they conform in every particular with the requirements of the language written, and provide adequately for every contingency that would interfere with recording speech at great speed and with perfect accuracy and entire legibility.

THE STRUCTURAL BASIS OF THE ALPHABET

The characters of the alphabet are formed from straight and curved lines, which are written in three main directions; namely, horizontally, slanting upward and slanting downward, as illustrated in the following:

ILLUSTRATION 1.

horizontal *slanting upward* *slanting downward*

From the following illustration it will be seen that the lines in the preceding illustration are taken from an ellipse; that is, the curved lines are, *as in longhand*, parts of ellipses, and the straight lines conform in length and direction to a single straight line cutting the ellipses in half, vertically and lengthwise:

ILLUSTRATION 2.

In illustration 3 on the next page it will be seen that the straight lines have been divided into three lengths designated as *short*, *medium* and *long* and that in illustration 4 the curved lines have been divided into two lengths designated as *medium* and *long*, while in illustration 5 both straight and curved lines have been used in forming small loops and circles. It is from these straight and curved lines, loops and circles that the alphabet is constructed by designating each one of them to represent a certain elemental sound of the language. It is only through a scientific assignment of elemental sounds that like structural formations of characters can be covered by like principles.

Rowe Shorthand is the only system that can lay claim to a scientific assignment of sound values to its alphabetic characters that results in easy joinings and brief legible outlines which embody all the important sounds of words. Some of these assignments of sounds are indicated in the third illustration. The sound assigned to each of the straight and curved lines in the first two illustrations will be indicated to the student as he proceeds further in his study of the system. They are shown in the alphabet on page 57.

ILLUSTRATION 3—STRAIGHT LINES.

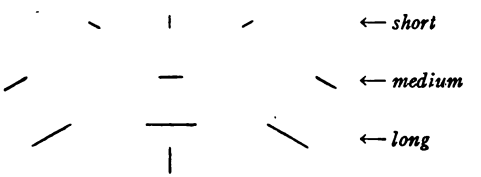


ILLUSTRATION 4—CURVED LINES.

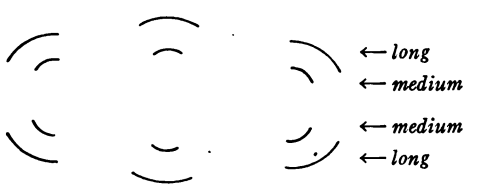
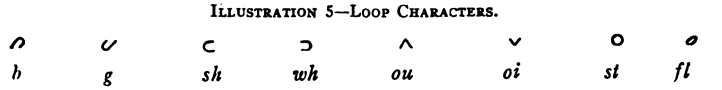


ILLUSTRATION 5—LOOP CHARACTERS.



LESSON ONE—PRELIMINARY INSTRUCTION

SOME IMPORTANT INFORMATION AND A BRIEF ANALYSIS OF CONSONANT SOUNDS AND THEIR USES IN SHORTHAND WRITING, FOR THE CONSIDERATION OF THE STUDENT BEGINNING THE STUDY OF ROWE SHORTHAND.

1. **Shorthand differs from longhand.** Writing words in shorthand, using the characters of the shorthand alphabet, is different in many respects from writing words in longhand, using the letters of the English alphabet. Some understanding *of these differences* should be had before taking up a study of the principles of Rowe Shorthand.

2. **Sounds used singly and sounds used in groups.** In longhand each consonant and vowel sound of which a word is composed is represented by a letter or a combination of letters taken from the alphabet, each sound being expressed *singly*. From these letters, syllables and words are formed. In shorthand writing these sounds *are not expressed singly*, but in groups, forming syllables and words, which are expressed in shorthand characters of great brevity and legibility—a single character frequently expressing all the sounds in the entire word.

3. **The reason for shorthand.** In longhand the writer is compelled to write *every letter of a word* while the speaker pronounces only the *syllables* of a word which are often composed of a number of letters, therefore, while the speaker as a rule makes but *one* effort in uttering a single syllable, the longhand writer is forced to make *as many efforts as there are letters in the syllable.* To make this difference clear, for example, in uttering the syllable "preach," the speaker makes but *one* effort for the entire syllable, while the longhand writer is required to make *six* efforts, one for each letter. Shorthand was invented to make it possible for the writer to keep

pace with the utterances of the speaker. This can be accomplished only by a perfect co-ordination of the mental and manual processes, and the possibilities for such a co-ordination must be provided for in the system of shorthand itself.

4. **Shorthand is not a system of spelling.** For the reason stated above, in no instance does a shorthand writer *spell* while forming his shorthand outlines, but instead he uses his shorthand characters to express the *unity of sounds contained in distinct syllables*, and expresses the sounds entering into each syllable by a minimum effort of stroke. This requires a shorthand alphabet in which each elemental unit of sound is represented and it also requires an intimate knowledge of *phonics*, i.e., the science of sound.

5. **Consonant sounds.** In shorthand writing it is necessary to acquire an intimate knowledge of phonics by a careful analysis of each consonant, so that the different elements of sound contained in it may be clearly ascertained and understood. In consonants we have *two associated sound elements*, one being the vowel, or *voice* sound of a consonant, and the other being *that portion of sound that remains* after taking away the vowel sound. That portion of sound that remains after taking away the vowel sound is an *obstructed* sound that cannot be given complete utterance in naming the consonant, without the use of the voice sound. It is this remaining portion of sound in a given consonant that is the *true consonant sound made use of in speech and in shorthand writing*, and that is represented by the alphabetic character to which it is assigned—it is the *used* sound element of the consonant, the voice element being dropped. These used elemental sounds of consonants, therefore, are factors of the utmost importance in applying the principles of this system of shorthand.

6. **Elemental sounds of consonants.** Since it is of first importance to distinguish between the two associated sound elements of consonants, so that the used element may be *separated* from the unused, it is necessary to analyze each consonant separately. Let us consider the consonant *f*. In speaking the letter *f* we begin

with the voice sound *eh* which is equivalent to the short sound of *e* (ĕ). This sound is followed by the *whispered* sound formed by expelling the breath between the upper teeth and lower lip. This whispered sound is the equivalent of the sound of *fh* uttered without any voice element. It is that sound of *f* which is expressed before the vowel *a* in *fate*. This whispered sound is the *used sound element* of the consonant *f* in shorthand writing, and is represented by the character *f* of the alphabet. On the other hand, in such letters as *k* and *v*, the whispered sound *precedes* the voice sound. Lists of those consonants in which the voice sound follows the used consonant sound, and those consonants in which the voice sound precedes the used consonant sound, are given in ¶6*c*.

6*a*. From this it will be seen that when we speak of "elemental sounds of consonants" we refer (a) to the unvoiced sounds of consonants that are left after the vowel sounds that precede or follow them are eliminated, and (b) that these unvoiced sounds are the *used sounds* of consonants employed in speech and in writing shorthand, and (c) that these used sounds, and not the voiced sounds, are the sounds represented by the consonants of the shorthand alphabet. It is by associating these used consonant sounds with the vowel sounds indicated by position, that we obtain "the unity of sounds contained in distinct syllables," as stated in ¶4, and from which are formed those groups of "sounds that result in syllables," as stated in ¶2. Consequently, in ascertaining the *used* sounds of consonants, the student also acquires material *for the construction of syllables*, so that in his outlines the shorthand characters finally represent syllable formations; i.e., syllables or words.

6*b*. To accurately ascertain *that portion* of sound that remains after taking away the vowel sound, the student should, in pronouncing consonants, note distinctly the unvoiced element of sound *which is useful to him*, and disregard the useless vowel sound that, separated from the useful sound, ceases to be of value from a shorthand standpoint. This will give him command of those elemental consonant sounds necessary to form the distinct syllables referred to in ¶4.

6*c*. It will be observed that in letters like *f* and *h* the voice sound *precedes* the used consonant sound, while in letters like *v* and *k* the voice sound *follows* the used consonant sound. Those consonants in which the voice sound follows the used consonant sound are *b*, *c*, *d*, *g*, *j*, *k*, *p*, *q*, *t*, *v* and *z*. Those consonants in which the voice sound precedes the used consonant sound are *f*, *h*, *l*, *m*, *n*, *r*, *s* and *x*. Of these, some small portion of the voice sound is retained in expressing the used consonant sound in *r*, *l*, *m*, and *n*. *X* when used as an initial consonant sound always retains its voice sound element; when medial or final, the voice element is eliminated the same as in other used consonant sounds.

6*d*. **Importance of consonants in word construction.** The words of our language are composed, largely, of consonants—in fact, the consonants are the *prime factors of speech.* The chief function of the vowels is to assist articulation by bridging between consonant sounds. A knowledge of the *used sounds of consonants* enables one to readily determine the word represented by their correct combinations, even when no vowel is present. The student should know the *used sound element* of each consonant, and he should think in syllables composed of these sound elements. A thorough mastery of the used sounds of consonants is of the utmost importance to the learner and the writer of shorthand.

A valuable exercise for learning the used sounds of consonants is found on page 156.

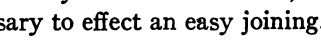
LESSON ONE

ASSIGNMENT OF USED CONSONANT SOUNDS TO THE SHORT CHARACTERS

7. **The characters of the alphabet,** as shown in illustrations 3, 4 and 5, page 10, are arranged in four classes, known as *short, medium, long* and *loop* characters. In this lesson the *short* characters will be considered.

8. **Short characters.** These are the shortest strokes of the alphabet. They are usually written downward, but may be written upward when necessary to effect an easy joining. The characters and the sounds assigned to them are as follows:

r ch t tr



Before practicing these characters, carefully read paragraphs 5 to 6*d* inclusive, pages 12, 13 and 14, and ascertain the *used consonant sound* of each.

(*a*) The used sound of *r* closely resembles the sound of *er* as heard in the word flower, flow-*er*.

(*b*) The used sound of *ch* (pronounced *cha*), is the sound of *ch* in the word church, *ch*-ur-*ch*.

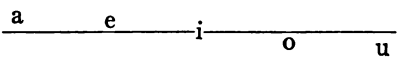
(*c*) The used sound of *t* is the sound of *t* in the words, teach, *t*-each, and hat, ha-*t*.

(*d*) The used sound of *tr* (pronounced *ter*), is the sound of *tr* in the word train, *tr*-ain. The *tr* is a shaded stroke.

EXERCISE 1. Practice these characters one at a time, filling at least one page of your note-book with your practice of each. Make them as short as possible, and be careful to fix in mind *the direction* in which each character is made. Pronounce the *used sound* of the character as you write it. Hold your pencil loosely,

and form the habit of writing each character accurately, positively and rapidly. Continue to do this throughout your course.

9. **Vowelization.** A majority of the words of our language begin with a consonant sound which is immediately followed by a vowel sound. Therefore, in this system, this vowel sound is indicated *by the position on which the consonant is written.* As there are five vowels, *a, e, i, o,* and *u,* there are five vowel positions, as shown in their alphabetic order in the following illustration:



Observe that the *i* position is the line, while the positions of the other vowels are the spaces indicated *above* and *below* the line.

10. In this system of shorthand the first duty assigned to every *alphabetic* consonant is to require a vowel sound to follow immediately after it for the purpose of forming a *primary syllable,* i.e., primary syllables are formed by writing alphabetic consonants on the vowel positions. It follows, therefore, that the vowel indicated by the position of the first alphabetically written consonant is *always read immediately after that consonant.*

"Primary syllable" is a term used to designate the most important syllable in the construction of a shorthand outline. The term is only applied to those syllables that are formed by writing alphabetic consonants on vowel positions.

11. From the statements in paragraphs 9 and 10, we derive the following rule:

Rule 1. In those words beginning with a consonant sound that is represented by a character of the alphabet, write the character representing the beginning consonant sound on the position assigned to the first sounded vowel following the consonant.

EXERCISE 2. As the following primary syllables form the bases of all words beginning with the consonant sounds assigned to the short characters, they should be practiced according to Rule 1 until they are thoroughly learned. As you write an alphabetic consonant on a vowel position, pronounce the used sound of the consonant and the vowel sound as a complete syllable. Do not spell. Fill at least four pages of your note-book with your practice of these syllables. Do not use much space above and below the line to distinguish between the vowels that are indicated by these positions—keep close to the line.

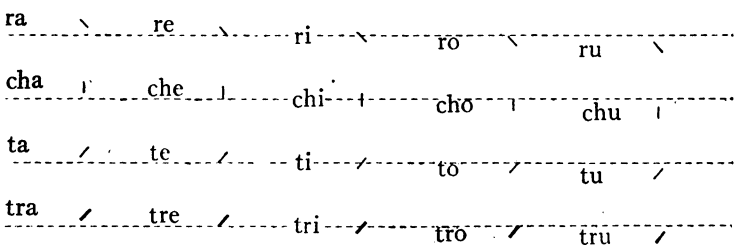
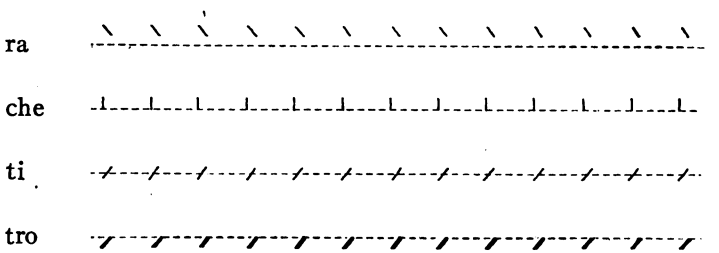


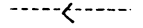
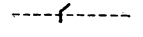
ILLUSTRATION OF SYLLABLE PRACTICE.



12. **Extension of primary syllables.** In many instances the primary syllable is a complete word—in others it constitutes only the first sound of a word. In either case, the addition of other sounds to the primary syllable outline results in other syllables or words. *This is known as the extension of the primary syllable.*

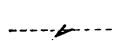
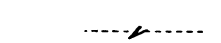
There are two methods of extending primary syllables. Under the first method, some character (either alphabetic or expedient) is joined to the primary syllable outline. The second method is explained later in ¶36.

EXERCISE 3. Practice exercises 3 and 4 until you can write each word readily, filling at least one-fourth page of your notebook with the practice of each word. Then cover the shorthand outlines and write the words from your knowledge of the principles. Always read and reread everything you write. Do not spell while outlining, but pronounce the words as you write them, employing the *used sounds* of the consonants composing the outlines. Note that the outline for the primary syllable, as practiced in the previous exercise, is retained.

rate, rat		tare	
write, writ		tire	
wrote, rot		tore	
reach		tour	
rich		teach	
roach		touch	

Rule 2. Write the *t* and *tr* upward after *t*, *tr*, and *ch*.

EXERCISE 4. Practice as instructed in exercise 3.

tight  trite 

trait cheat

treat chat

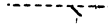
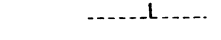
13. **Word-signs.** Any shorthand outline from which one or more of the important sounds of the word are omitted, or any symbol that is arbitrarily used to suggest a word, is a word-sign. So brief are the outlines formed by an application of the rules of this system that very few word-signs are used. The ones that are given, however, are essential to rapid writing and must be thoroughly memorized.

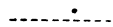
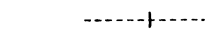
It will be observed that where two or more words are represented by one sign, they are such words as cannot be used interchangeably in a sentence. The symbol employed for the word-sign is usually the one that represents the *prime consonant factor* of the word; for instance, *t* is the prime consonant factor of *at* and *it*, therefore, the *t* stroke is used as a sign for these words. Read paragraph 6*d*, page 14.

EXERCISE 5. Memorize the following word-signs. Practice the phrases until you can make them accurately and rapidly. Throughout your course you must devote some time each day to the practice of word-signs and phrases.

are owe, owed, owing

on, own, only each

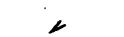
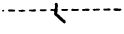
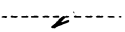
the  which 

I  such 

at it

14. Phrasing. Phrasing means the representation of two or more words *by one outline.* This may be done by merely joining the outlines, or by the use of modifying rules. Thoroughly memorize and put into practice such phrases as are given.

EXERCISE 6.

which are		at it	
such are		to it	
on it, on to		owing to	

LESSON TWO

Assignment of sounds to the medium characters

15. Medium characters. The medium characters are double the length of the short characters, as shown in illustrations 3, 4 and 5, page 10. The medium characters and the sounds assigned to them are as follows:

f fr m k kr a i au d dr j u o e

Horizontal Up Downward

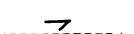
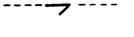
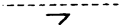
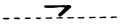
These characters are written in the directions indicated in the illustration. Before practicing them, determine the *used sound* of each consonant in this group, as instructed in paragraphs 5 to 6*d* inclusive. The *fr*, *kr* and *dr* are shaded strokes.

Vowel characters are employed (*a*) in writing words that begin or end with a vowel, (*b*) in writing vowel words, i.e., words in which the only sounded vowel is initial, and (*c*) to express prefixes and suffixes. These characters are written independent of vowel position. Those introduced in this lesson are *a*, *i*, *au*, *u*, *o* and *e*. When joining them to other characters the *a*, *i*, *au*, and *o* may be written either upward or downward, but the *e* and *u* are always written downward.

Exercise 7. Practice these characters one at a time, filling at least one page of your note-book with the practice of each one. After memorizing them, practice writing on the vowel positions those characters representing consonant sounds, thus forming primary syllables in accordance with Rule 1. (Read and study carefully ¶9 and 10).

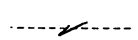
16. **Extension of primary syllables.** These syllables are extended by joining other consonants to the characters that form the primary syllables. In this connection, it will be observed that the *d*, *dr*, *j* and *o* are identical in form with *t*, *tr*, *ch* and *r*, the only distinction being that of length, which distinction must always be observed.

EXERCISE 8. Practice this exercise and exercise 9 by writing each outline a sufficient number of times to fill at least one-fourth page of your note-book. Be careful to observe the *difference in the lengths* of the short and medium characters when joining them. After completing your practice, test your knowledge by covering the shorthand characters in the exercise and writing the outline for each word. Compare your outlines with those shown in the exercise. If you have written any of them incorrectly, study the rules that govern their formation, and again practice them until those rules are thoroughly fixed in your mind.

mate, mat		crate	
might, mit		catch	
mute		creed	
matter		crude	
much		ditch	
dare		ridge	
door		dredge	
cat		drudge	

Rule 3. Like the *t* and *tr*, the *d* and *dr* are written upward after *t*, *tr*, *ch* and *j*. *J* is written upward after *e*.

EXERCISE 9. Practice as instructed in exercise 8.

tied  trod

toad chide

trade jot

tread edge

17. Other vowel sounds. In the preceding exercises only the long and short sounds of the vowels have been illustrated. There are other sounds of the vowels, however, which must be learned and used in your practice of shorthand, as any sound of a vowel may be expressed by writing a consonant on the position of that vowel.

It is not necessary to make use of any mark to distinguish between the simple vowel sounds of a given position, as the context will readily determine which sound is called for. However, the diphthongal, or combined vowel sounds, are marked as shown in the exercise following Rule 4.

The sounds given to the different positions are as follows:

A position:
ā as in cāme
ă as in căm
ah as in calm
au as in cause

E position:
ē as in mēat
ĕ as in mĕt

I position:
ī as in fīle
ĭ as in fĭll
oi as in foil

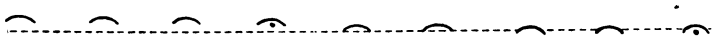
O position:
ō as in lōad
ŏ as in lŏt
ou as in loud

U position:
ew as in new
ŭ as in nŭt
o͝o as in nook
o͞o as in noon

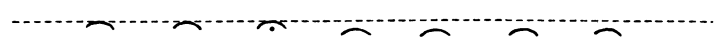
Rule 4. The *au*, *oi* and *ou* sounds of the *a*, *i* and *o* positions are distinguished from the other sounds of these positions by placing a dot near the body of the word. The dot may be written at any point relative to the outline that is convenient for the writer, except immediately before or after the outline.

EXERCISE 10. Commit to memory the different sounds of each vowel, as given in ¶17. Practice writing on the vowel positions all the consonants of the alphabet that have been given, forming and pronouncing as many syllables as there are vowel sounds, as per the following illustration:

fā fă fah faw, fē fĕh, fī fĭh foi,



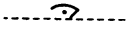
fōe fŏ fou, few fŭ fo͝o fo͞o

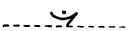


Continue this practice until you can write any syllable thus formed without the slightest hesitation. Then practice the following exercise according to instructions given in previous exercises.

taught joy

fought coy

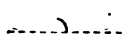
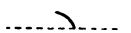
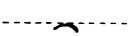
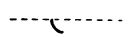
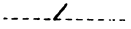
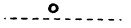
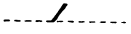
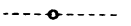
caught  tower

wrought  cower

toy trout

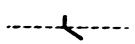
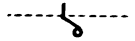
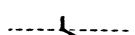
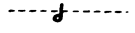
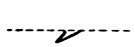
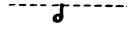
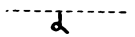
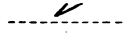
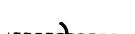
18. **Word-signs.** The circle and loop, used for *as*, *all*, etc., are *expedients*; that is, they do not belong to the alphabet, but sounds are assigned to them according to the way they are used. At this point, they should be learned for the words they symbolize and joined to other characters as indicated by the illustrations.

EXERCISE 11. Practice the following word-signs according to instructions given in Lesson 1. You must thoroughly memorize the word-signs in order to use them to the best advantage.

a, an, and *up or down*		any, end *e, shortened*	
half		ever, every *e, shaded*	
if		after *a, down, shaded*	
for *shaded*		you, your	
character		upon *u, shortened*	
one		as	
order-ed *shaded*		is, his	
change-ed		us	
charge-ed *shaded*		all	
judge-ed		will	
church *shaded*		will you	
of, off		ask-ed	
or *shaded*		Dear Sir	

19. **Phrases.** The slight retracing used on the under side of characters to express *the* is explained in Lesson 10.

EXERCISE 12. Practice as previously instructed. A phrase outline is written on the position of the first word in the phrase that requires a position for its identity.

each of		as you	
each of us, his		as you will	
each of which		as you do	
which is		as if	
such as, is		to do	
such as are		today	
any of		every day *a position*	
one of		any day *a position*	
one or		every one *e position*	
or to		any one *e position*	
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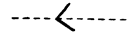
all of his, us		or the	
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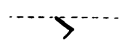
all are		owing to the	

after the and it

upon the and if

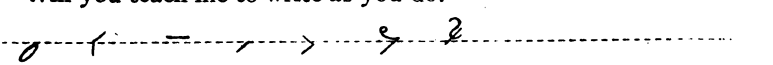
20. **Punctuation.** The period is the only punctuation mark that is used to any extent in shorthand writing. The others should be learned, however, as there may be times when their use would be of great assistance. Form the habit of using the period after each sentence. Its use is essential to accurate transcription.

21. The period is expressed by ; the comma, by ; the colon, by ; the semicolon, by ; the question mark, by ; the parenthesis, by ; the dash, by . Capitalization of single words is indicated by written underneath the outline. It is indicated in a series of words by underscoring the series. Write all numerals as in longhand.

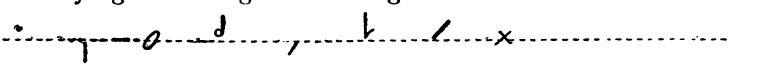
SENTENCES

EXERCISE 13. Practice the following sentences until you can write them at the rate of fifty words per minute. Hold your pencil loosely, permitting it to glide in an easy, continuous manner from one outline to another. Your ability to *read* shorthand *readily* is second only to that of *writing* it *rapidly*, hence, you must always read what you write. The hyphen is used between words in these sentences merely to show that those words should be phrased.

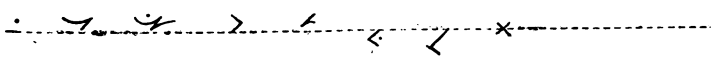
Will-you teach me to write as-you-do?



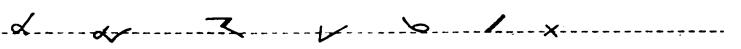
The judge will charge-us to change-the order.



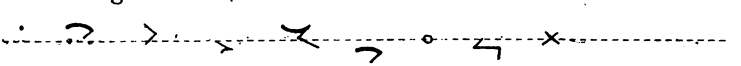
The cat caught-a rat at-the tower door.



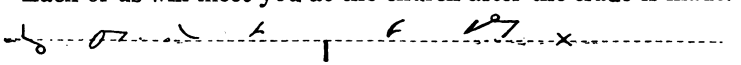
Dear-Sir: It-is-only-a matter-of which-one you-will order.



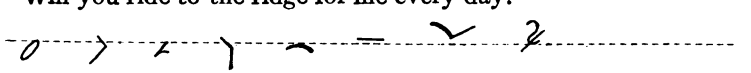
The freight rate on-the crate-of fruit is too-much.



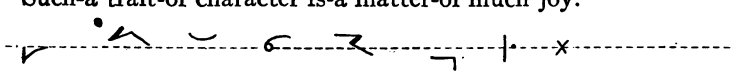
Each-of-us will-meet you at-the church after-the trade-is-made.



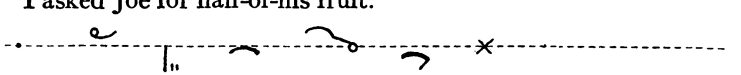
Will-you ride to-the ridge for me every-day?



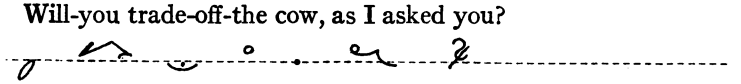
Such-a trait-of character is-a matter-of much joy.



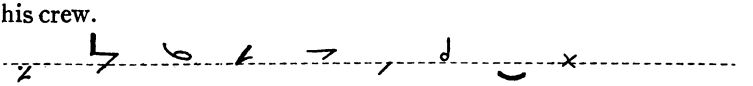
I asked Joe for half-of-his fruit.



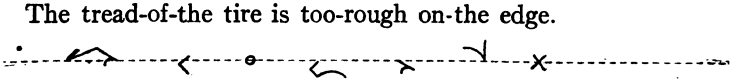
Will-you trade-off-the cow, as I asked you?



Owing-to-the charge-made, you-will order-the mate to change-his crew.



The tread-of-the tire is too-rough on-the edge.

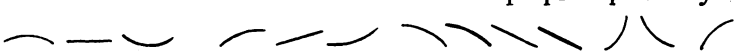


LESSON THREE

ASSIGNMENT OF SOUNDS TO THE LONG CHARACTERS

22. **Long characters.** The long characters are double the length of the medium characters. Refer to illustrations, page 10, for the relative *lengths* of long, medium and short characters. The long characters and the consonant sounds assigned to them are as follows:

v n Sor Z h l w ith thr p pr q x y



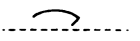
Horizontal. Up. Downward.

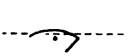
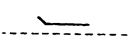
These characters are written in the directions indicated. Learn the *used* sound of each, as instructed in paragraphs 5 to 6*d* inclusive, page 12. The *thr* and *pr* are shaded strokes. When *z* begins a word it may be distinguished from *s* by placing a horizontal dash above the outline (see page 175).

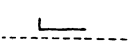
EXERCISE 14. Practice these characters, one at a time, as directed in previous lessons, and pronounce the *used* sound of each consonant as you write it. Fill at least one page of your notebook with the practice of each character. Do not make the inclined strokes too upright and avoid making any of them too long. Practice writing the consonants on the vowel positions, pronouncing their *used* sounds and the vowel sounds as syllables. Read ¶9, 10 and 17 and Rules 1 and 4. These syllables should be practiced until you can make them without the slightest hesitation.

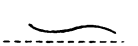
23. **Extension of primary syllables.** Like the primary syllables formed by the short and medium characters, the long character primaries are extended by joining other consonants to them.

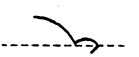
EXERCISE 15. Every movement in shorthand writing counts for something, therefore, make every stroke as rapidly as you can with accuracy. Study the movement of your pencil in making the different joinings. Practice each word of an exercise until you can write it easily and until you know every principle involved in its structure.

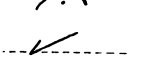
vat  drive

void  ran 

vouch chain 

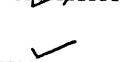
save  round

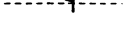
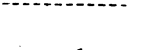
theft  however

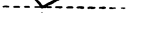
thrive *tell 

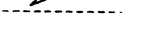
paid *till

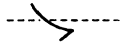
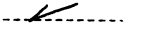
pride *child

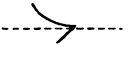
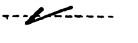
preach *rail 

prove  *real 

proof *dale 

excite, exit *deal 

exceed  *drill 

exude  *trail 

*Always use the alphabetic *l* to extend words beginning with *t, tr, d, dr, ch* and *r*.

Rule 5. In order to effect a better joining, slightly retrace the *w* and *l* when they are followed by *f* or *v*.

EXERCISE 16.

waive laugh

weave live

wife love

24. **Expedient characters.** An *expedient* character is one that is not expressed in the alphabet. It does not, therefore, represent a fixed sound, as does an alphabetic character, but is named according to the way it is used in connection with other characters. *An expedient consonant is never written on position to indicate a following vowel.*

25. **Briefer outlines and easier joinings** can be secured by using expedient symbols for some of the sounds that most frequently occur as syllable extending sounds. As a small circle and a large loop are not alphabetic characters, they are variously used as expedients.

Rule 6. A small circle is given the sound of *s*, and a large loop the sound of *l*, when they are turned on the regular side of other characters. The *regular* side is the *inner side* of *curved* strokes, and *forward, in the direction a clock's hands move,* on all *straight lines.*

EXERCISE 17. Follow the method of practice outlined in previous lessons. The joining of the circle and loop to other charters requires your special attention. Do not make the circle large. To facilitate legibility and speed, make the loop very narrow.

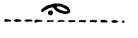
face

fees

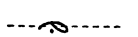
phrase

fail

fall

feel 

foil

case 

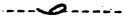
cases

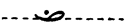
craze

call

kill

coil

vase 

vases 

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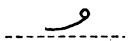
was 

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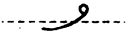
well 

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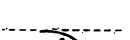
exile 

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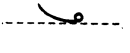
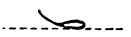
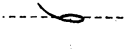
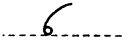
yell 

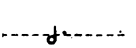
quizz 

quill

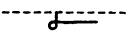
raise 

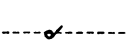
rise 

reason

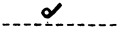
choice 

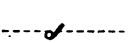
chosen

ties 

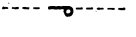
trace 

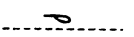
tries

miss 

mail 

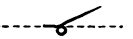
mill

missile 

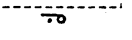
mouse 

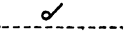
days

does

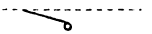
dries 

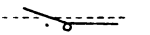
knees

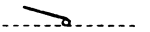
nice 

nozzle 

null

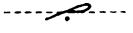
nail pose 

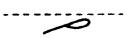
knoll poison 

lace press 

lies prize

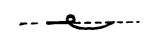
loyal possess

lull  pale

pays  pull

Rule 7. When connecting two characters that form an angle in joining, the circle or loop is written on the outside of the angle.

EXERCISE 18.

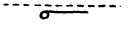
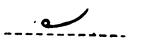
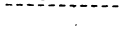
lesson misses 

loosen noses

26. **As the circle form of *s* is not an alphabetic consonant** and cannot require a vowel to follow, it naturally blends with another consonant when joined to it initially. In such cases, both consonants are read before the vowel. In other words, the vowel is always read *immediately after the first alphabetically written consonant.*

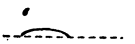
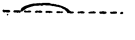
Rule 8. The expedient *s* is joined initially to *f*, *k*, *kr*, *m*, *n*, *l*, *p*, *pr*, *q* and *w*, forming the combinations *sf*, *sk*, *skr*, *sm*, *sn*, *sl*, *sp*, *spr*, *sq* and *sw*.

EXERCISE 19. While the initial joining of the circle may offer some difficulty at first, remember that you need *hand-training* to become expert, after which difficulties disappear. Do not draw this circle, but form it by giving the pencil a very slight, quick turn.

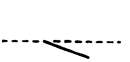
snow		sway	
slay		sweet	
slate		squeeze	
slight		smile	
spade		skate	
spice		Scotch	
spill		skill	

Word-signs.

EXERCISE 20. Anything short of the absolute mastery of word-signs is a hindrance to your acquiring speed. Memorize these word-signs. Practice all word-signs and phrases daily. When a hyphen is used between parts of words, it indicates that each form of the word given is represented by the outline.

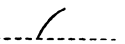
have		necessity	
satisfy-ied		necessary	
circumstance-s		with	
success, succeed		particular	

practical-practice

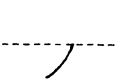
opportune-ity 

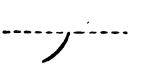
appropriate

equal

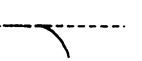
*had 

*heard

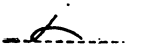
*would 

*word 

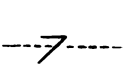
*that

*thought 

receive-ed-ing

deliver-ed-ing-y 

arrange-ed

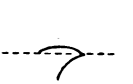
immediate-ly 

*These words are written downward and more nearly upright.

Phrases.

EXERCISE 21.

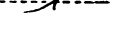
have a, an

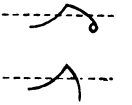
have had 

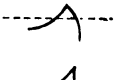
had a, an

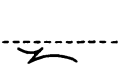
had he

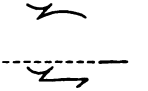
with a, an

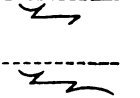
with this 

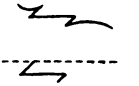
with that 

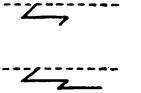
with which 

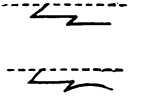
could have 

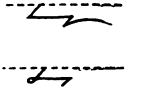
could not 

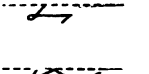
could not have 

do not 

do not know 

do not have 

does not 

to do so 

as we

as he

as has

he had

he would

he would have

he is

he will

he will not

we would

we would not

we received

we will

we have

we had

how is

how will

that is

that you

that you will

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was received

you had

you would

and we

and he

and this

and that

at that

at this

at once

it will

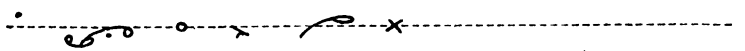
it would

it has

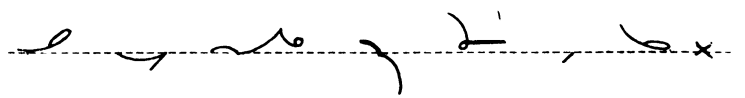
SENTENCES

EXERCISE 22. Practice each sentence over and over until your knowledge of every word and joining is thorough before taking up the next. After you have completed your practice, have some one dictate the sentences to you until you can write them at the rate of fifty words per minute. In phrase-writing, the words *of the* and *on the* are omitted before a date or its equivalent. Words that may be omitted are placed in brackets. Are you holding your pencil loosely? Do you read everything you write?

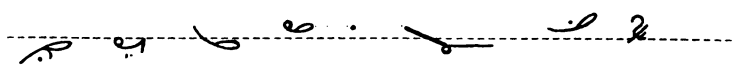
The schoolhouse is on-the hill.



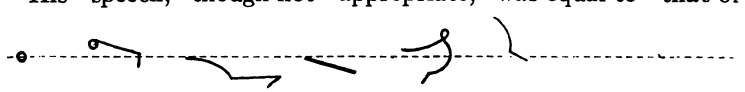
We-will succeed if-we-use every-thought that-is-necessary to excel.



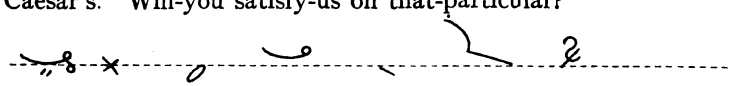
How-will-the Scotch exile scale the prison wall?



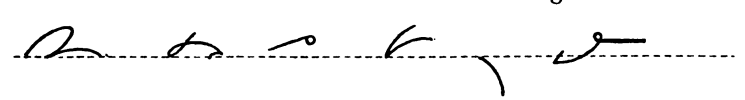
His speech, though-not appropriate, was-equal-to that-of



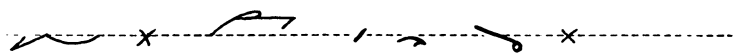
Caesar's. Will-you satisfy-us on that-particular?



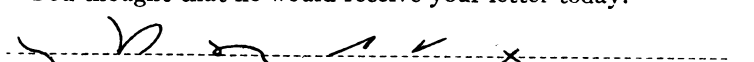
He-would-have delivered-the lace had-he thought it-was-neces-



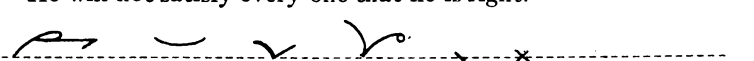
sary to-do-so. He-will-not try for-the prize.



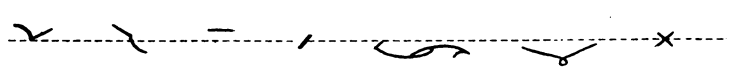
You-thought that-he-would receive-your letter today.



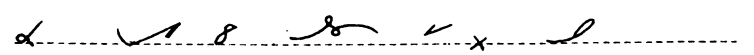
He-will-not satisfy every-one that-he-is right.



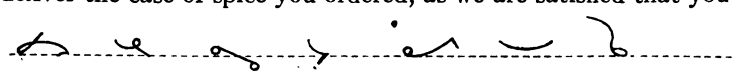
Every-one of-you may try to-solve-the puzzle.



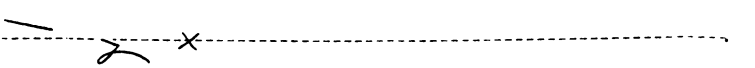
Dear-Sir: Your-letter (of the) 8th was-received today. We-will



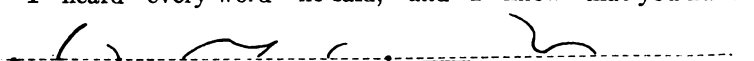
deliver-the case-of spice you-ordered, as-we-are satisfied that-you-



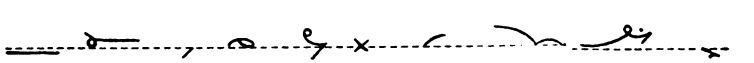
will pay on-delivery.



I heard every-word he-said, and I know that-you-have



no reason to feel as-you-do. A thief was-caught on-the



roof of one-of those-houses, however, I do-not-know which-one.

LESSON FOUR

ASSIGNMENT OF SOUNDS TO THE LOOP CHARACTERS

27. **Loop characters.** This is the third group of alphabetic characters, as shown in illustration 5, page 10. The loop characters and the sounds assigned to them are as follows:

b	br	g	gr	ish	shr	wha	sta	str	oi	ou

As instructed in previous lessons, determine upon the *used sound* represented by each consonant. When in doubt read and study paragraphs 5 to 6*d* inclusive. Remember that each character is pronounced as a single sound. The characters themselves will suggest the directions in which they are written. The *br*, *gr*, *shr* and *str* are shaded strokes.

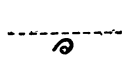
EXERCISE 23. Write the consonants of this group on the different vowel positions, as directed in Rule 1, and in the instructions preceding Exercise 1. Fill at least one-half page of your notebook with the practice of each character.

Rule 9. The *sta* and *str* are turned on the *regular* side of other characters, as directed in Rules 6 and 7.

EXERCISE 24. Follow previous instructions as to practice. The sides of these open forms should be parallel and not permitted to spread apart when turning a circle or loop in them. Do not make the *sta* and *str* oblong, but make them round. Study to develop a movement of the hand that will enable you to form every character with ease and rapidity.

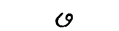
base bill

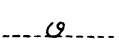
bale brass

bruise 

brief

brave

gas 

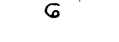
guess 

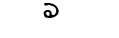
gross

gale

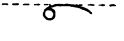
grill

shoes

whose 

staff 

stove

strike 

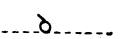
steam

strain

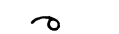
stroll

stop

strip

rest 

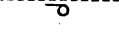
trust

fast 

cost

mist

most

must 

vast

ceased

host

last

waste

past

priced

fish

push

cash		measure	
wash		leisure	

28. **Extension of primary syllables by adding b, p and g, k.** As *b* and *p* are cognate (kindred) sounds, they are expressed alike when used to extend a primary syllable. They are never expressed alike under any other condition.

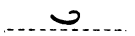
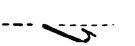
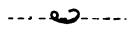
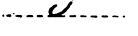
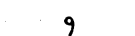
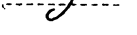
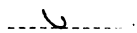
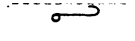
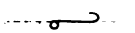
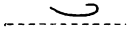
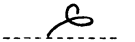
Rule 10. *B* and *p* are expressed by the *alphabetic b* after *b*, *br*, *g*, *gr*, *t*, *tr*, *d*, *dr*, *cha*, *j*, *r*, *f*, and *v*. (Read ¶ 12.)

EXERCISE 25. To become an efficient writer of shorthand, your knowledge must be definite. You must definitely learn, by memorizing Rule 10 and by your practice of the following exercises, which characters require the alphabetic form of *b*.

babe		drop	
grab, grape		chap	
tap		cheap	
type		chop	
typewriter		job	
trap		wrap	
trip		rip	
troop		robe, rope	
dope		rub	
drab, drape		fiber	

Rule 11. *B* and *p* are expressed *after* the *k*, *kr*, *m*, *n*, *s*, *l*, *h*, *p*, *pr*, *q*, *u*, *w*, and *x* by a hook on the *upper* side. A hook is never used as a beginning stroke for *b* or *p*.

EXERCISE 26. While practicing the following exercise, fix in mind the characters after which *b* and *p* are expressed by a *hook*, as given in Rule 11. Your knowledge of this rule and Rule 10 must be so thorough that you will not hesitate to join to any character whichever form of *b* the character requires. Do not close up the hook, thereby forming a loop. The widest portion of the hook should be at its finish.

cab, cap		pipe	
crab, crepe		proper	
scribe, scrip		squab	
maps		squib	
snub		up	
snipe		web, weep	
sap		except	
lobe, lope		help	
slab, slap		pulp	
hope		shape	
peep		shop	

29. **As g and k are cognate (kindred) sounds,** they are also expressed alike when used to extend a primary syllable.

Rule 12. When *g* and *k* follow *b*, *br* and *r*, use the alphabetic *g*, reading it for either *g* or *k*.

EXERCISE 27.

bag, back

rag, rack

break

rig

brig, brick

rock

broke

rug

Rule 13. *G* and *k* are expressed by a hook on the *under* side after all other characters.

EXERCISE 28. Follow the instructions for practice given under exercises 25 and 26.

fag, fake

soak

fig

nag, knack

kick

neck

crag, crack

snug

meek

hug

mug

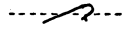
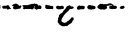
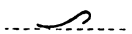
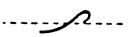
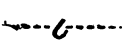
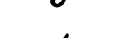
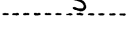
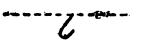
log, lock

vague

slag, slack

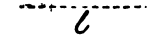
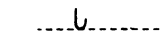
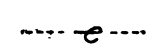
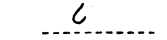
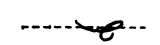
sag, sack

slug

like		took	
week		track	
wig		trick	
thick		deck	
pack		dog	
pick		drag	
quick		drug	
check		milk	
take, tag		silk	

Word-signs.

EXERCISE 29. Before practicing these word-signs and phrases, study all previous instructions relative to word-signs.

wish-ed-ing		subject	
behalf		request	
behave		requisite *(shaded)*	
gave		agent	
give-en		under *u, shortened, shaded*	
object		enter-ed *e, shortened, shaded*	

entire-ly-ity

idle

address
shaded

perhaps

Phrases.

Rule 14. When *be* follows *will*, it is expressed by extending the loop for *will* into a hook, regardless of the direction in which it is turned.

EXERCISE 30.

will be

subject to

will you be

subject to change

he will be

take it

they will be

to go

you will be

to go to, took it

that will be

to go after

it will be

make up

we will be

take up

we wish

to be

we gave the

must be

we object

could be

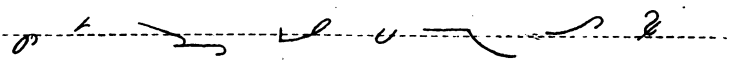
subject of

could not be

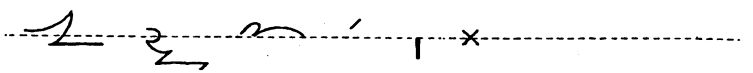
SENTENCES

EXERCISE 31. Be guided in your practice of these sentences by instructions given in previous lessons. In shorthand notation a *d* is written to the right of and above a numeral to express *days*; to the right of and below, to express *dollars*.

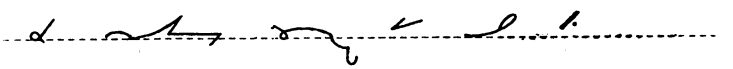
Will-you-be at-the picnic which-we-will give next week?



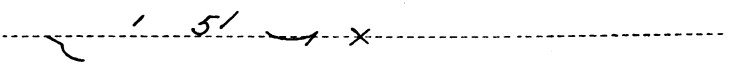
We-would-know why-you-do-not behave at church.



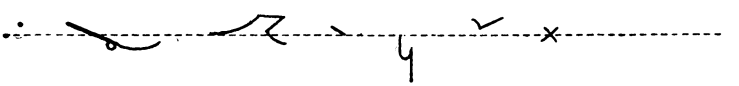
Dear-Sir: If-we-do-not receive-your-check today, we-will draw



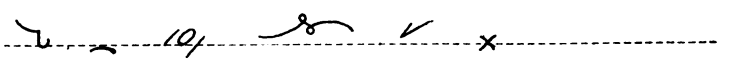
on-you at five-days' sight.



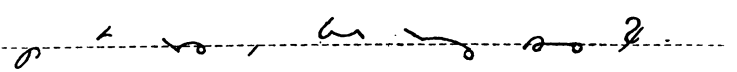
The prices we-made-you are subject-to-change any-day.



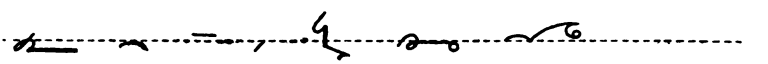
Your-check for $10 00 was-received today.



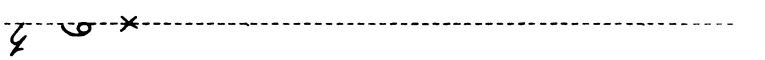
Will-you-be at-the office to take-care of-this business?



It-will-be-necessary for me to take-charge-of-the business, if-he-

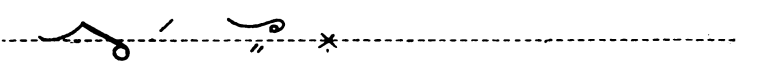


wishes to-go-to-the coast.

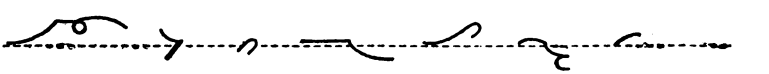


We-will-be-at-the silk-sale and will-buy-you-a dress like-the one

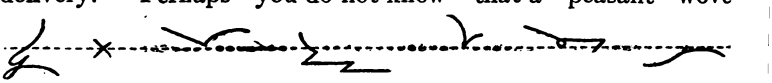
we-priced at Saks.



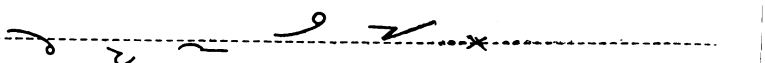
We-must-have your-order by next week, if-you-wish a quick-



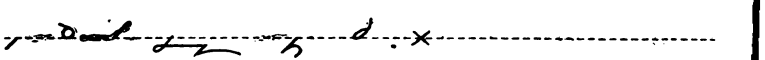
delivery. Perhaps you-do-not-know that-a peasant wove



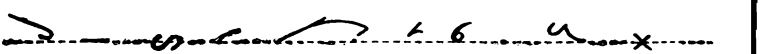
this rug from waste material.



To rest, one does not-have to-be idle.



Pack my grip and leave-it at-the address I gave-you.



LESSON FIVE

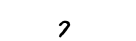
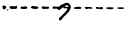
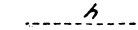
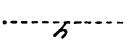
30. The l combination of alphabetic consonants. While the following characters are similar in form to some of the loop characters, they are not classed with them, as the principles of modification applicable to the loop characters do not apply to the *l* combination. These characters are distinguished by their very minute sizes, and are not permitted to undergo any changes except in their manner of joining. They are to be considered as *alphabetic*, however, *and as such require a vowel to follow them.* See ¶ 10.

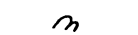
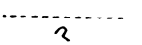
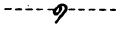
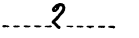
bl or pl	gl or kl	fl

Pronounce *bl* as in fa-*ble*; *pl* as in ma-*ple*; *gl* as in sin-*gle*; *kl* as in vo-*cal*; *fl* as in raf-*fle*. Make these characters very small. Form primary syllables as directed under ¶ 5, 6 and 10.

Rule 15. The *bl* or *pl* retains its alphabetic form before and after the *t, tr, d, dr, ch, j, r, f, v, b, g, h* and *ith.*

EXERCISE 32. The following exercise, and exercise 33 fully illustrate the joining of *bl* or *pl* to other characters. In order to use these factors with facility, you must learn which characters require their alphabetic forms, and those on which they are turned as hooks.

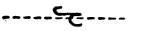
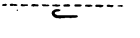
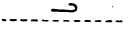
blight		plate	
blot		plight	
table		topple	
trouble		bleach	
blood		blotch	
double		chapel	

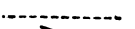
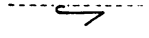
rabble		babble	
blur		bible	
pledge		*split	
belief		*splatter	
believe		*splutter	
feeble		*troubles	

*Make the *s* slightly oblong when combining with *bl* or *pl*. This will not conflict with *l* and *fl*, as these sounds never combine with *bl* or *pl*.

Rule 16. The *bl* or *pl* is turned as a hook on the upper side, both initially and finally, of all other characters, and on the inside of the *p* and *k* hooks.

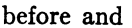
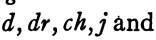
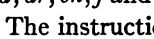
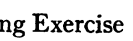
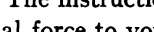
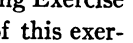
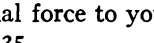
EXERCISE 33.

blame		pluck	
blemish		couple	
bloom		blaze, place	
Mabel, maple		bless, please	
black		sable	
cable		plain	
block		explain	
cobble		blind	

nibble		pupil	
blonde		spleen	
noble		splendor	
label		measurable	
liable		capable	

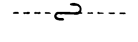
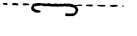
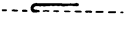
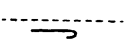
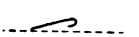
Rule 17. The *gl* or *kl* retains its alphabetic form before and after the *b, g, t, tr, d, dr, ch, j* and *r*.

EXERCISE 34. The instructions for practice preceding Exercise 32 apply with equal force to your study and practice of this exercise and Exercise 35.

beagle		clad	
bugle		declare	
club		decline	
globe		clutch	
glut		chuckle	
cleat		juggle	
tackle		glare	
glad		clear	
glide		regal	

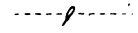
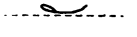
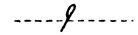
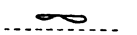
Rule 18. The *gl* or *kl* is turned as a hook on the ***under*** side, both initially and finally, of all other characters.

EXERCISE 35.

cliff		sickle	
claim		exclaim	
climb		cling	
cleave		clean, glean	
glove		knuckle	
class, glass		legal	
close, gloss		local	

Rule 19. *Fl* is turned on the ***regular*** side of other characters. See rules 6 and 7.

EXERCISE 36. Be careful to make this loop about one-half the size of the *l* loop—small, neat, distinctive outlines are conducive to legibility and speed.

flat		muffle	
flight		fleece	
fled		flows	
flock		flannel	
flame		sniffle	

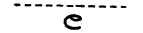
baffle

flag

flog

flash

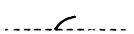
flush

shuffle 

COMPLETE LIST OF WORD-SIGNS

31. The following list comprises all the word-signs of the system. They are alphabetically arranged for ready reference.

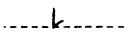
EXERCISE 37.

a, an, and 

address

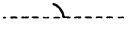
after

agent

all 

any

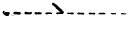
appropriate

arrange-ed 

are

at

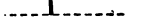
behalf

behave 

character

change-ed

charge-ed

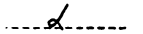
church 

circumstance-s

deliver-ed-ing-y

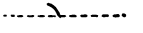
Dear Sir

each

end 

ever, every

enter-ed-ing

entire-ly-ity 

equal

gave

give-en

half

have

had

heard

I

it

if

is

idle

immediate-ly

judge-ed

necessity

necessary

on, own, only

owe-ed-ing

one

order-ed-ing

of, off

or

opportune-ity

object

particular

practical-practice

perhaps

receive-ed-ing

request

requisite

satisfy-ed

success, succeed

subject

such

the

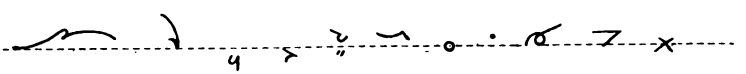
that

thought		which		would	
upon		will		word	
under		will you		wish-ed-ing	
us		with		you, your	

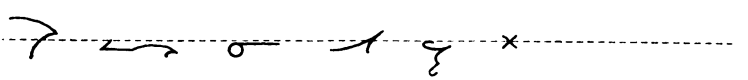
SENTENCES

EXERCISE 38. Practice these sentences until you can write them at the rate of fifty words per minute.

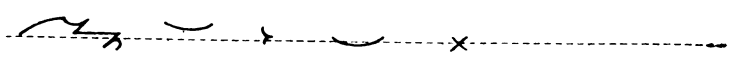
We-believe that-the clutch on-the Regal car is the best-one made.



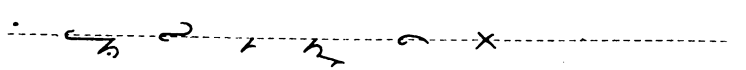
They-had to-move-the stone with-a block-and-tackle.



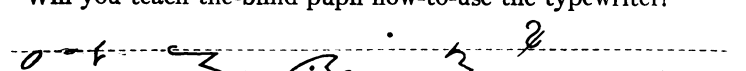
He-could-not-be satisfied under-the circumstances.



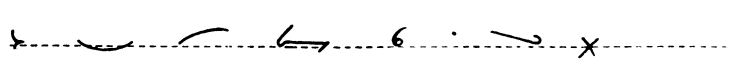
The blind-boy climbed to-the top-of-the cliff.



Will-you teach-the-blind pupil how-to-use the typewriter?



Under-the circumstances he declined-to address the people.



A REVIEW WITH QUESTIONS

32. **In the preceding lessons** there has been presented (*a*) all the characters of the complete alphabet shown on the next page; (*b*) the principle and rules of vowelization, which direct the use of the alphabetic consonants in the formation of primary syllables, and (*c*) the extension of primary syllables by the use of alphabetic and expedient forms.

33. Two important facts in the outlining of words have been fully established. They are—

(a) *All words beginning with a consonant sound which is immediately followed by a vowel sound,* begin their shorthand outlines with an alphabetic consonant written on position.

(b) Expedient forms of consonants *are never written on position* to indicate following vowels, *hence, cannot begin such words.*

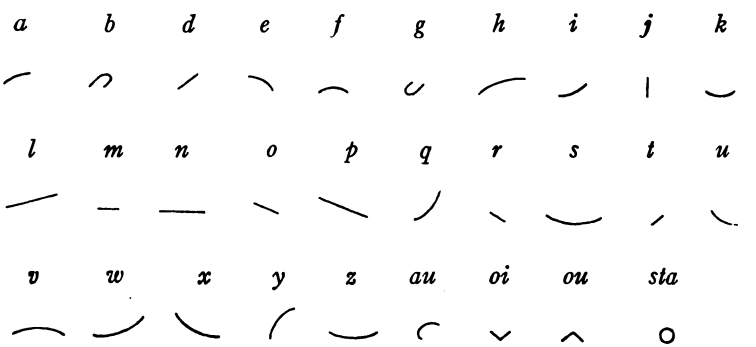
34. How are the sounds of words expressed in writing longhand? (¶ 1, 2.) How are they expressed in writing shorthand? (¶ 1, 2.) For what purpose was shorthand devised? (¶ 3.) Is it permissible to spell while writing shorthand? (¶ 4.) What is meant by phonics? (¶ 4.) Into how many classes are the characters of the alphabet divided? (¶ 7.) Name those of each class. (¶ 8, 15, 22, 27.) What is the first duty of every alphabetic consonant? (¶ 10.) How many alphabetic consonants are there? Name the *h* combinations, or those in which the sound of *h* combines with other sounds. The *r* combinations.

35. What is meant by syllable extension? (¶ 12.) How many methods are there of extending a primary syllable? (¶ 12.) What is the first method? (¶ 12.) Does an expedient consonant ever require a vowel to follow it? (¶ 24.) When does a circle become *s?* (¶ 25, Rule 6.) When does a loop become *l?* (¶ 25, Rule 6.) Which is the *regular* side of characters? Name the different vowel sounds. (¶ 17.) After which characters are the extending sounds of *b* and *p* indicated by the alphabetic *b?* (Rule 10.) After which are they represented by a *hook?* (Rule 11.) On which side is the *b* and *p* hook turned? (Rule 11.) When is alphabetic *g* used for either *g*

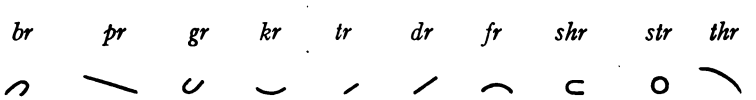
or *k?* (Rule 12.) On which side is the *g* and *k* hook turned? (Rule 13.) Name the *l* combinations. (¶ 30.) Why are these characters not classed as *loop* characters? (¶ 30.) State how they are joined to other characters. (Rules 15, 16, 17, 18.)

THE COMPLETE ALPHABET

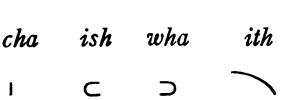
Containing all the different characters used in Rowe Shorthand, and arranged according to its simple and combined consonant sounds.



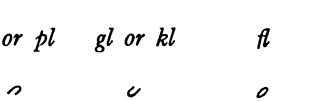
R Combinations



H Combinations



L Combinations



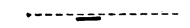
LESSON SIX

36. **The second method of syllable extension** deals with definite *rules of contraction*, by means of which the alphabetic character forming the primary syllable is modified so that it indicates in its outline the desired extension of sound. (Read ¶12.)

37. **The Extension of primary syllables by adding r.** Shading a character always expresses the sound of *r*. The *r* combinations of *alphabetic* consonants, which have been given in the preceding lessons, are formed by shading *b, p, t, d, g, k, f, sta, ish* and *ith*. The *r character* is joined to a primary syllable formed of one of these combinations, when an *r* extension is desired, as illustrated in Exercise 41. The following rule applies to all other characters:

Rule 20. The sound of *r* that extends the syllable, i. e., the sound of *r* following the vowel indicated by position, is expressed by shading the character that forms the primary syllable.

EXERCISE 39. Do not make the strokes too heavy. If you have learned to hold your pencil loosely, you can easily shade a stroke by slightly gripping the pencil while writing it.

mar		higher	
mere		were	
more		wire	
here		wore	
herewith		near	
hereto		nor	

chair		rear	
cheer		roar	
customer		dearer	
jar		nearer	
jeer		bearer	
sere		carrier, career	
soar		our	
sour		lawyer	
rare		collier	

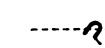
EXERCISE 40. The *f*, *p* and *ith* are shaded at their extreme ends to express the extension sound of *r*. This distinguishes them from the alphabetic *fr*, *pr* and *thr*.

far		par	
fear		poor	
fire		there	

38. **Following any primary syllable** beginning with one of the *r* combinations of alphabetic consonants, such as *bri*, *pri*, etc., or any syllable that has been extended, we naturally pronounce the *r* as the syllables *ar*, *er*, *or*, hence *r* is used to express these syllables.

Rule 21. The *r* character is struck backward after the *f*, *fr*, *p* and *pr*.

EXERCISE 41. Practice carefully:

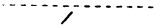
briar		prior	
crier		purer	
grower		faker	
fairer		figure	
furor		vicar	
freer		caller	
prayer		color	

39. **The *r* is the prime factor of *are*** hence the shading principle provides a means of phrasing *are* to preceding words. (See ¶6*d*.)

EXERCISE 42. Practice the phrases and sentences in the following lists, as you have been instructed in previous lessons.

we are		that are	
you are		now are	
they are		how are	

EXERCISE 43. There are a number of words that are written on the *u* position to express a following *you* or *your*. The following is a partial list. A complete list is given in a later exercise.

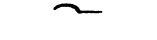
to you, or your 

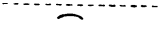
for you, or your

do you, or your

from you, or your

if you, or your

if you have 

have you, or your 

if you will

after you, or your

after you have

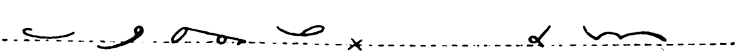
and you, or your

and you must

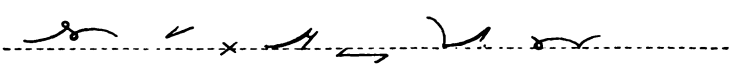
SENTENCES

EXERCISE 44. Practice these sentences according to previous instructions, until you can write them at the rate of seventy-five words per minute.

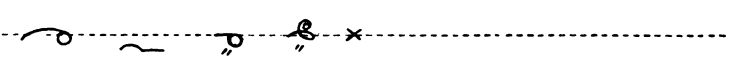
Please wire-us all-particulars-of-the sale. Dear-Sir: Your-favor



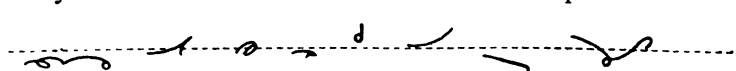
was-received today. We-are-glad to-note that-we-are-to receive-a



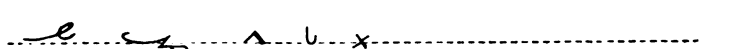
visit from-your Mr. Phillips.



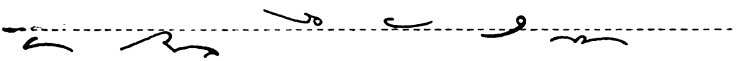
If-you-will-favor-us with-a bill for-the chairs we purchased this-



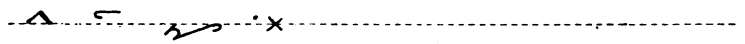
week, we-will-be pleased-to mail-you our check.



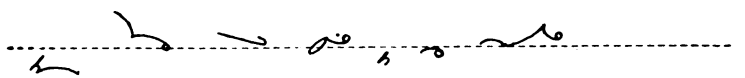
After-you-have looked-over-the papers, please wire-us, if-you-



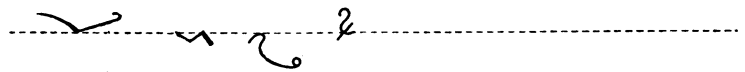
believe our claim to-be-legal.



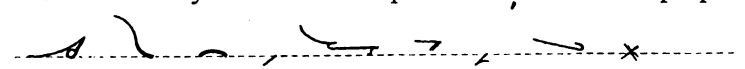
Do-you-believe that-these people will-cause trouble for-us, if-



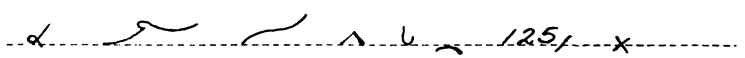
we-use their-label on-our boxes?



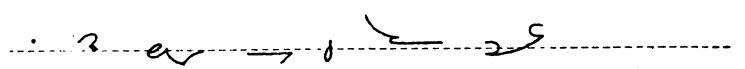
We-trust that-you-are free to explain-the matter to-the people.



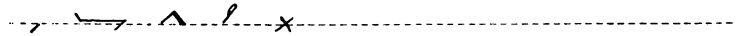
Dear-Sir: We-enclose herewith our check for $125.00.



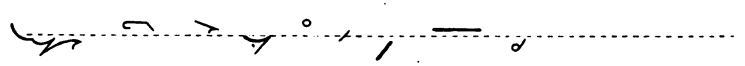
The bearer will-give-you- a note which-will explain why-we-wish



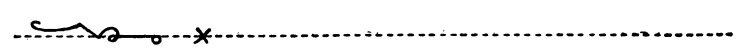
to rent our flat.



You-could-hear-the clamor of-the crowd as it drew near to-his



place-of-business.

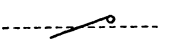
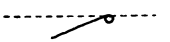
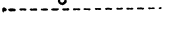
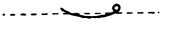
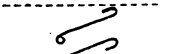
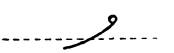
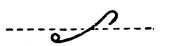
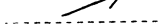
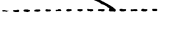


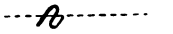
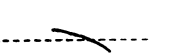
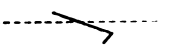
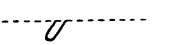
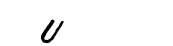
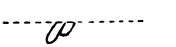
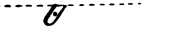
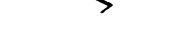
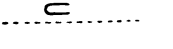
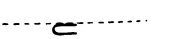
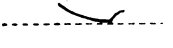
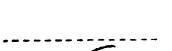
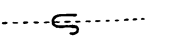
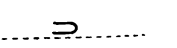
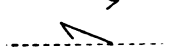
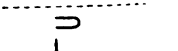
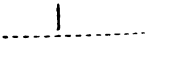
LESSON SEVEN

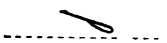
40. **Syllable extension by adding m and n.**

Rule 22. The long characters, and the *b*, *br*, *g*, *gr*, *ish*, *shr*, *wha* and *j*, are lengthened to express the extension sounds of *m* and *n*. (¶12.)

EXERCISE 45. Do not make these characters too long. About one-third longer than their normal length is sufficient. If you have not formed the habit of distinguishing the relative lengths of characters, you must practice the alphabet with this object in view before practicing the following exercises. Do not widen such characters as the *b* when lengthening them.

vain		lines	
vines		loans	
seems		slain	
since		slumber	
name		slang	
hence		wane	
hang		wins	
hung		swing	
hound		swung	
land		them, then	

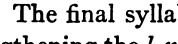
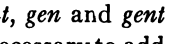
thence		bring	
thine, thin		game	
pint		gone	
sprain		gamble	
sprung		grain	
print		gong	
sprint		ground	
exhume		shame	
eczema		shown	
young		shrink	
promise		shingle	
prompt		when	
open		whom	
pinion		Jane	
million		giant	
baneful		join	
bank		joint	

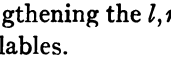
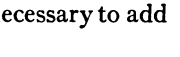
*panel  *numeral

*venal *general

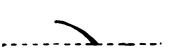
*NOTE: Since *l* is naturally pronounced as a syllable after an extended primary, the *loop* is used for the final syllables *al, el, il, ol, ul* and *ual.*

EXERCISE 46. The final syllables *lant, lent, nent, gen* and *gent* are formed by lengthening the *l, n* and *j*. It is not necessary to add the *t* to these syllables.

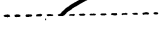
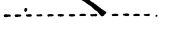
jubilant  urgent 

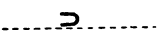
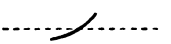
excellent  region, regent 

EXERCISE 47. The lengthening rule (*rule* 22) applied to *here, where, there* and *with*, gives the compounds *herein, wherein, therein*, and *within.*

here there 

herein therein

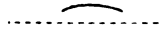
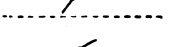
where  with 

wherein  within 

EXERCISE 48. Under the same rule the auxiliaries *have, has* and *had* are lengthened to express *been.*

have has been

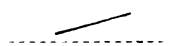
have been had

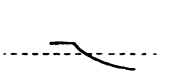
has  had been 

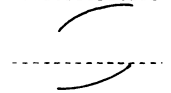
Rule 23. Superlengthen the long characters to secure the combinations *mn*, *nm*, *mm* and *nn*. These combinations form separate syllables; that is, the character modified forms the first syllable, and the combination, the second syllable.

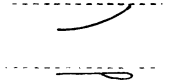
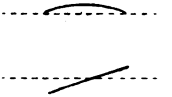
EXERCISE 49. Watch your stroke. Do not develop the habit of making too much distinction between a long character and its modifications. The outlines in the following exercises are just double the normal length of the characters.

summon gentlemen

layman  examine

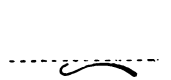
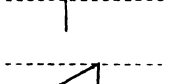
human, humane maximum 

woman  venom

nominal  linen 

EXERCISE 50. When the terminal syllable *ment* follows a long character, it is expressed by superlengthening the character.

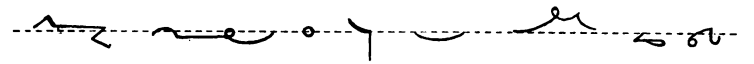
payment regiment

government  lodgment 

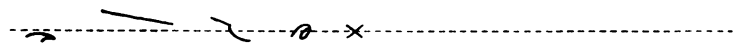
SENTENCES

EXERCISE 51. Watch your stroke. Do not permit your outlines to become too long and straggling. Practice these sentences until you can write them at the rate of 75 words per minute.

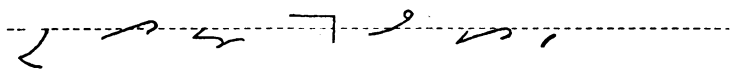
Our-need-of finances is urgent, so we-ask-you to-mail us-a-check



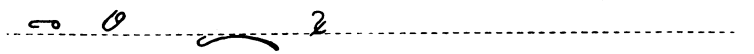
for-the payment of-your bill.



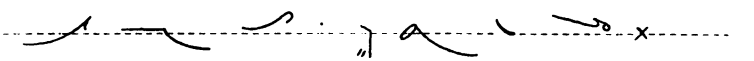
Would-you like to-make-an arrangement with-us to-look after-



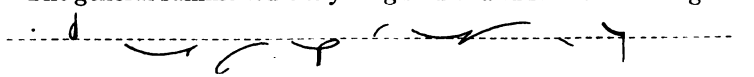
your claims against the government?



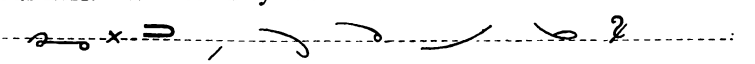
Within-the next week the Regent will-examine your papers.



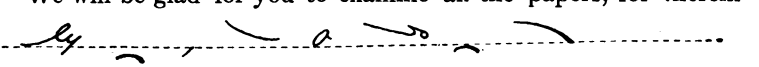
The general summoned-the young soldier and sent-him on urgent



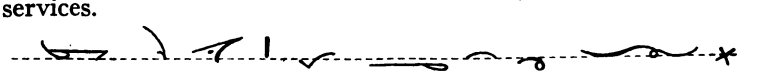
business. Wherein do-you think these women excel?



We-will-be-glad for-you to examine all-the papers, for therein



you-will-note that-the lawyer charged only-a nominal fee for-his services.

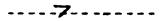
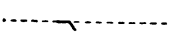
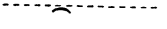
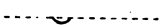


LESSON EIGHT

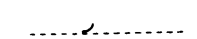
41. M and n extensions continued.

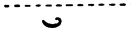
Rule 24. The medium characters, *f*, *fr*, *m*, *k*, *kr*, *a*, *e*, *i* and *u*, are shortened to express the extension sounds of *m* and *n*.

EXERCISE 52. In applying this principle, be careful to reduce the medium character to the length of a short character.

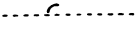
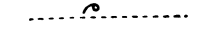
fame		mankind	
famish		meant	
fine		minor	
finish		count	
*form		can	
*former		come	
*furnish		kind	
frame		canvass	
frames		vacant	
friend		common	
main		crane	
mend		crime	

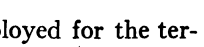
*Omit the shade in these words.

crumple in 

aim, am  answer (ans.)

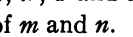
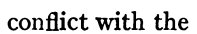
EXERCISE 53. The shortened *m*—*mn*—is employed for the terminal syllable *ment*, except after long characters. (See Exercise 50.)

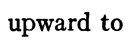
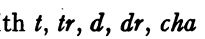
augment  supplement 

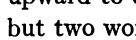
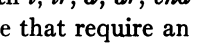
argument treatment 

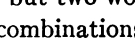
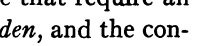
Rule 25. The *t*, *tr*, *d* and *dr* are written upward to secure the extension sounds of *m* and *n*. This rule does not conflict with the striking of *t* and *d* upward to effect a joining with *t*, *tr*, *d*, *dr*, *cha* and *j*, as there are but two words in the language that require an *m* or *n* after such combinations—*tighten* and *trodden*, and the context will guide you in reading these words.

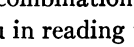
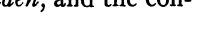
EXERCISE 54. As you naturally make an upward stroke longer than a downward stroke, you must use care not to make these characters too long.

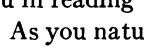
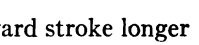
tame  autumn 

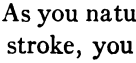
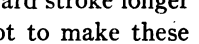
time  maintain 

tense  meantime 

tint  deem 

tenor  donor 

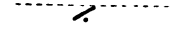
train  dinner 

trample  dent 

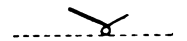
damask pardon

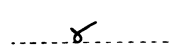
damson drain

danger drown

audience identical 

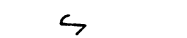
EXERCISE 55. The *t* and *d* written upward—*tn* and *dn*—are employed for the terminal syllables *ten, tent, den* and *dent.*

written president 

fatten resident 

EXERCISE 56. The shortened *a* is used for the prefixes *am, an,* and *ani.* This prefix may be written either upward or downward to effect a joining. As prefixes are written regardless of vowel positions, continue to observe the rule of vowelization when writing the primary syllable following the prefix. Learn when to write this prefix upward and when to write it downward. This feature of joining is amply illustrated in the following exercise. Learn its full syllabic value. Practice joining all prefixes to every character in the alphabet.

anchor animal

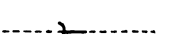
ancestor animate 

angel animus

annual antique

EXERCISE 57. The shortened *e* is used for the prefixes *em* and *en.* This prefix is always written downward. Be sure that you make it the length of a short character.

emanate

enemy 

embarrass

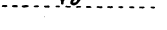
enhance

embark

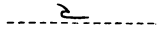
enlarge

embezzle

enlist

emblem 

envelope

encircle 

envy

encroach

empower

EXERCISE 58. The shortened *i* is used for the prefixes *im*, *immi*, *in*, and *inti*. This prefix is written either upward or downward to effect an easy joining. Learn the characters before which it is written upward and those before which it is written downward. Practice joining it to all the characters of the alphabet.

immense

impart

immerse

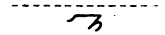
impassable

imminent

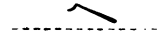
impeach

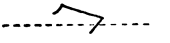
immutable

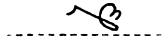
impel

impair 

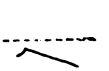
impede

impalpable 

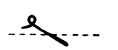
imperil 

impanel 

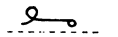
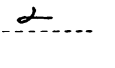
impose

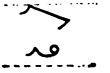
impugn 
inseparable
infest

impulse
inspire
inferior

import
instance 
inflame

incase
instil
inform

incapable
instinct 
infuse 

include 
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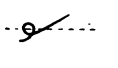
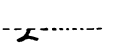
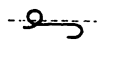
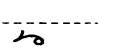
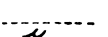
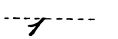
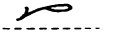
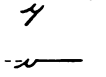
intrude 
inherent 

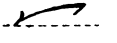
income
intrigue
invade

induce
influx 
inveigh 

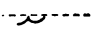
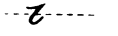
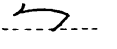
inmate
inscribe
inveigle

intimate 
intent 
invent 

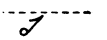
inquire 
intense
invest

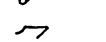
insert
indent
invoice 

inside
indenture
invoke

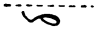
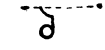
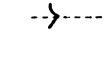
insist 
infer 
invite 

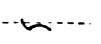
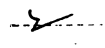
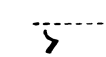
EXERCISE 59. The shortened *u* is used for *um*, *un* and *uni*.

umpire 
undo
unfit

unbelief 
unfair
undue

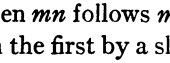
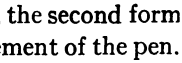
unfurl unjust unto

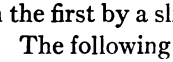
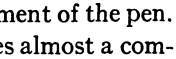
uniform  until  untrue 

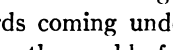
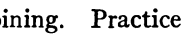
universe  unrest  untried 

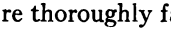
Rule 26. When *mn* follows *m*, or *m* follows *mn*, the second form is separated from the first by a slight upward movement of the pen.

EXERCISE 60. The following exercise constitutes almost a complete list of words coming under this rule of joining. Practice them until you are thoroughly familiar with them.

minim  momenta 

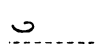
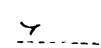
minimum  momentum 

mammon  monument 

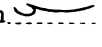
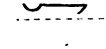
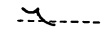
memento  moment

Phrases.

EXERCISE 61. Practice the following phrases and sentences according to instructions given in previous lessons. As the phrases, in most instances, retain the original outlines of the words, you may be inclined to overlook the importance of practicing them. This practice serves to strengthen the knowledge you have already gained, as well as to familiarize you with the combinations that should be formed.

can be  can it be can the 

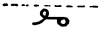
can be seen can not can you

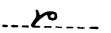
can it  can not be  can use 

we can in a in such a

we can use in his inasmuch as

we can be in his own in answer

we can take in all in every 

we can not in order in any 

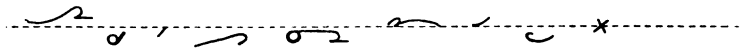
in the in order to in that

in which in such in this

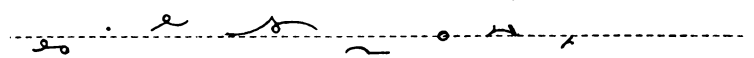
SENTENCES

EXERCISE 62. Practice these sentences until you can write them at the rate of seventy-five words per minute. Always read what you write.

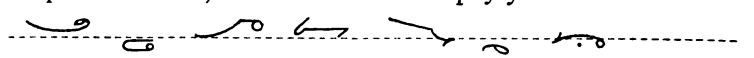
Weak-men trust to luck; strong-men believe in pluck.



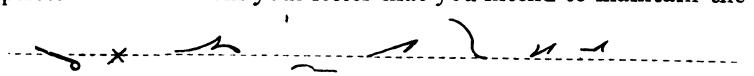
Inasmuch-as the damask we-received from-you is inferior to-the



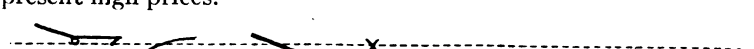
samples shown-us, we-must decline-to pay-you-the full invoice



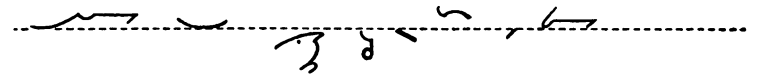
price. We-infer from-your letter that-you intend to-maintain-the



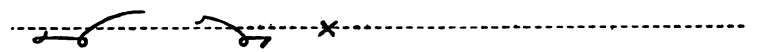
present high prices.



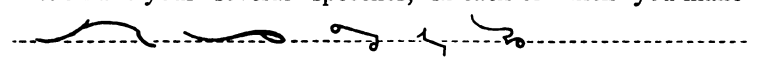
We-can-not see how-it-would-be unjust or unfair to decline-to



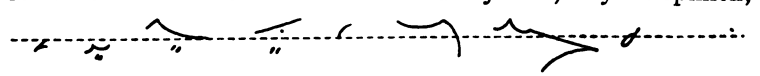
influence-him in-this-matter.



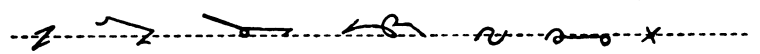
We-have-your several speeches, in-each-of-which you-make-



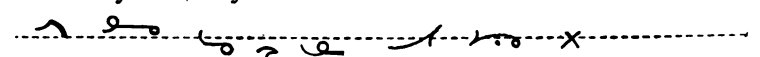
reference to-the Income Tax Law and say-that, in-your-opinion,



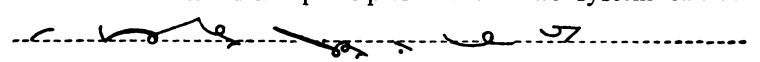
it-will tend-to impede-the present development-of big business.



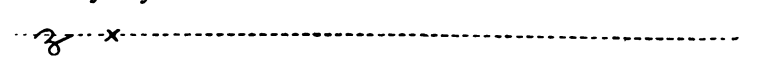
In-every instance you-must furnish-the customer with-an invoice.



A universal-use-of-the principles-of-the Rowe system can-be-



made by-any-student.



LESSON NINE

42. Syllable extension to add t and d.

Rule 27. The loop characters are enlarged to express the extending sounds of *t* and *d*.

EXERCISE 63. Do not make these characters too long and do not spread them out into indefinite forms. Keep the two sides of such characters as *b* parallel. Continue to practice as previously instructed.

bait, bad		gate		short	
better		great		shorten	
bite, bid		greater		state	
but		greatness		states	
bright		got		statesman	
brightness		good		stout	
brighten		gateway		stoutness	
separate		gradual		out	
trapped		what		without	
tripped		white		outwear	
habit		whiten		outline	
habitual		should		outside	

outlast held mild

outbid sold veiled

EXERCISE 64. The enlarging rule (*rule* 27) is applied to *as*, *is* and *us*, and all words ending with the circle *s*, to phrase a following *at*, *it*, or *to*. Follow previous instructions regarding the practice of phrases.

as at, it, to

as far as it

is at, it, to

as far as it may

is at hand

for us to

as to what

was at, it, to

as to whether

has it, to

as to that

as well as it, to

as to this

which is at, it, to

so as to

which is to say

as soon as it

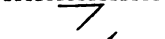
such as it, to

Rule 28. *D* is made double length to add *t* or *d*, forming the syllables *ted*, *ded*, and *det*.

EXERCISE 65. Learn the syllables represented by this stroke. Do not make it too long.

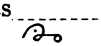
did debt doubt

deed date dread

indeed		wandered	
loaded		laundered	
noted		determine, detriment	
wanted		credit	

Phrases.

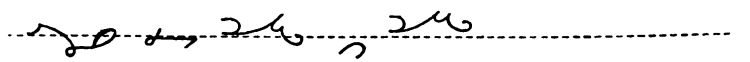
EXERCISE 66. Follow previous instructions regarding the practice of phrases.

but have		as great as		what will be	
but not		as good as		should be	
but we		what is		should have	
but will		what is this		should know	
but will be		what it		should not	
about how		what have		please state	
about as much as		what may		will state	
about this		what will		will state that	

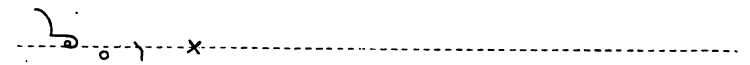
SENTENCES

EXERCISE 67. Practice these sentences until you can write them at the rate of 75 words per minute. Omit the words in brackets.

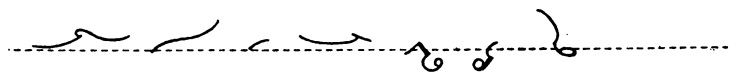
In-this-world, it-is-not what-we-take-up but what-we-give-up



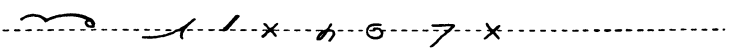
that-makes us rich.



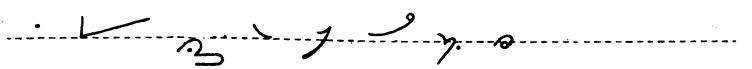
We-enclose herewith a sample-of our-goods and-trust that-you



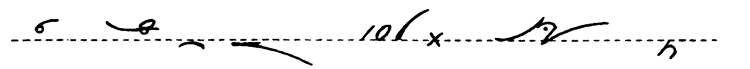
will favor-us with-an order. It will-be shipped immediately.



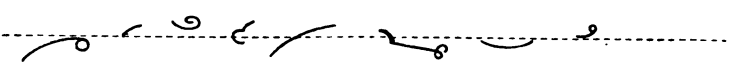
The gentleman about-whom you inquire was employed by-us



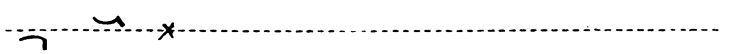
as-a salesman for more-than ten years. We-found-him to-be



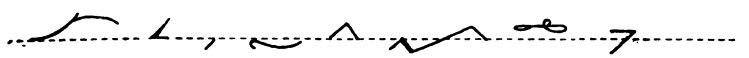
honest and capable, and-wish him every-possible success in-his



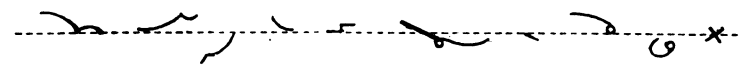
future career.



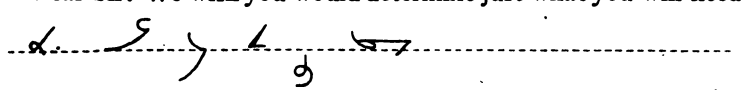
We-have determined to close out our-line-of flannels immediate-



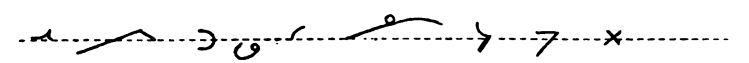
ly, therefore, we can quote you minimum prices on these goods.



Dear-Sir: We-wish you-would determine just-what you-will-need

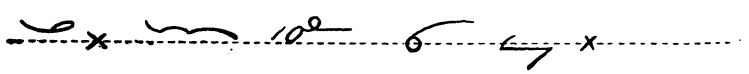


in-the line of white goods and let-us-have your-order immediately.



You-should-have this entire lot-of-goods laundered and-placed-

on sale. Your-favor (of the) 10th inst. is-at-hand and-noted.

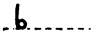
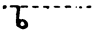


LESSON TEN

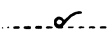
43. **Miscellaneous extensions and combinations.**

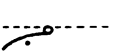
Rule 29. The small circle is turned on the irregular side of other characters to express the combinations *ts* and *ds*.

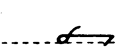
EXERCISE 68. Remember that the circle is an *expedient* character, and is given a value, or name, according to its use, hence this use of the circle and the values of sound given it are entirely independent of its former functions. Learn and practice it accordingly.

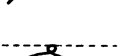
cheats		creeds		lights	
traits		jets		loads	
fates		jots		letters	
fits		votes		limits	
freights		sets, seeds		weights	
mates		sends		ports	
meets		participate		imports	
modes		hates		exerts	
codes		heights		excites	
crates		lets		notes, notice	

EXERCISE 69. As *t* is used to express *it, ts* is employed to express *its* and *it is*. This is an important phrase method, which enters very largely into your work and will enable you to avoid many pen-liftings. Give careful attention and practice to the exercise.

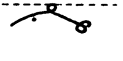
and its, and it is 

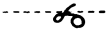
how its, how it is 

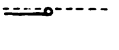
and it is not 

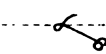
how it is possible 

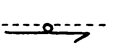
and it is for us to

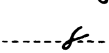
know its, know it is 

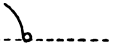
and it is possible 

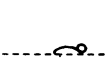
know it is not 

and it is time 

that its, that it is 

if its, if it is 

that it is necessary 

if it is possible 

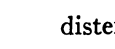
after its, after it is

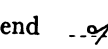
see its, see it is

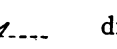
here its, here it is

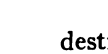
Rule 30. The circle is turned on the *irregular* side *initially* for the prefixes *dis* and *des*.

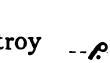
EXERCISE 70. Your knowledge of which is the *regular* and which is the *irregular* side of a character should be so thorough that you will never hesitate in applying the rule. Develop this knowledge through the practice of this, and all other exercises illustrating the joinings of circles and loops.

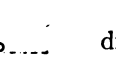
distant 

distend 

dismiss 

distance 

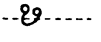
destroy 

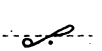
dismissal 

dismount disappoint discern

dispel indispensable disciple

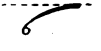
dispatch desolate disguise

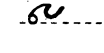
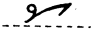
despot disloyal disgust 

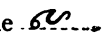
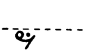
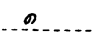
disappear dislodge  dismayed

EXERCISE 71. When *dis* precedes *a*, *e*, *i*, *u*, *k*, *h*, *pl*, and *kl*, it may be turned on the *regular* side. It is optional whether you turn *dis* on the regular or irregular side of these characters. Turning it on the regular side does not conflict with any other use of the circle and greatly facilitates your writing.

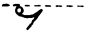
disaster disuse dishonor

disagree disinherit dishonest 

disagreeable  discount  display

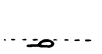
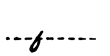
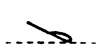
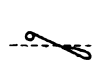
disease  discord  disclose 

disentangle discuss displease

disincline discover  discipline

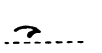
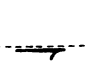
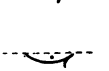
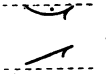
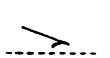
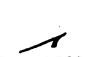
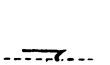
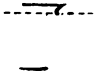
Rule 31. The loop is turned on the irregular side of characters to express the combined sounds of *tl* and *dl*.

EXERCISE 72. The instructions for practice given under exercise 70 apply with equal force to this exercise. Pronounce the combinations as the syllables "tul" and "dul."

gentle		model		title	
fatal		vital		peddle	
fiddle		needle		spindle	
cattle		settle		little	
scuttle		settler		handle	
metal, medal		settlement		hotel	
middle		total		detail	

Rule 32. When *ith* follows a character to which it will not join easily, it is expressed by a slight retracing on the under side of the character.

EXERCISE 73. You have become familiar with this form by your phrasing of "the." Remember that the alphabetic form of *ith* is always used *initially*.

faith		father		weather	
faithful		north		other	
myth		south		otherwise	
moth		lath		path	
mother		lather		neither	
smother		leather		method	

Rule 33. Slope the *b*, *br*, *bl* or *pl*, *g*, *gr*, *gl* or *kl*, in the opposite direction to that of their normal slant to add the sound of *ish*.

EXERCISE 74. The following list comprises nearly all the words that are written according to this rule. Practice the exercise until you are thoroughly familiar with the application of the rule.

bush		brutish		clash	
brush		splash		English	
banish		plush, blush		establish	
bashful		gash		establishment	
burnish		gush		publish	
British		gracious		garish	

Rule 34. The *ish*, *wha*, *oi* and *ou* are diminished to add *l*.

EXERCISE 75. In diminishing these characters be careful to preserve their distinct forms.

shall		while		oil	
shell		wheel		owl	
shrill		whole		special	
shallow		wholesale		financial	
shelter		wholesome		social	

Rule 35. Since the *w* is never used as an extending factor, it naturally blends with the *t* and *d*, forming the coalescents *tw* and *dw*, both consonants being read before the vowel.

EXERCISE 76. This list contains all the common words in which *w* coalesces with *t* and *d*. Practice according to instructions given in previous lessons.

twist		twinge		dwindle	
twitch		twit		dwarf	
twill		twinkle		tweezers	
twine		dwell		tweed	

Phrases.

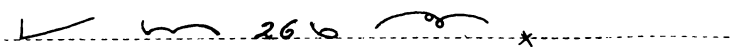
EXERCISE 77. Practice these phrases according to instructions given in previous lessons.

shall it		any other		it shall	
shall do		every other		it shall not	
shall not		he shall		it shall have	
shall have		he shall not		we shall	
shall be		he shall have		we shall not	
shall be there		they shall		we shall have	
one other		they shall not		you shall	
some other		they shall have		you shall have	

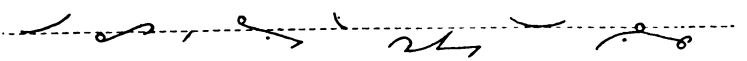
SENTENCES

EXERCISE 78. Practice these sentences until you can write them at the rate of 75 words per minute. Omit the words in brackets.

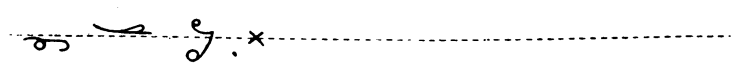
Gentlemen: Your-favor (of the) 26th ult. has-been-received.



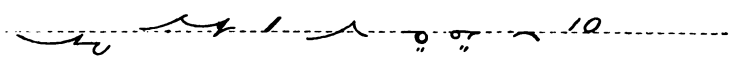
We dislike to disappoint you, but-we-do-not see how-it-is-possible



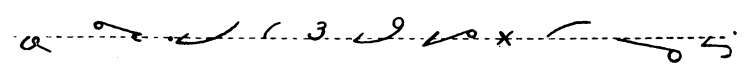
for-us-to-make settlement as-you-request.



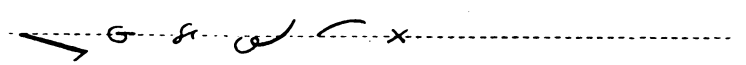
Sometime-ago we-placed-an order with-your Mr. Smith for ten



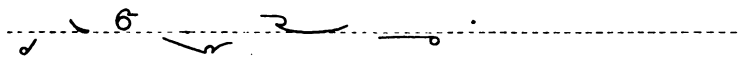
gross-of special twine and three twist drills. He promised to-make



prompt shipment, and-it-is-time-the goods-were here.

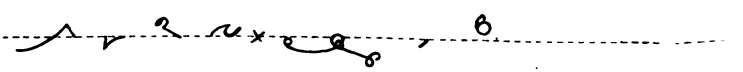


Does your establishment publish-a magazine known-as "The

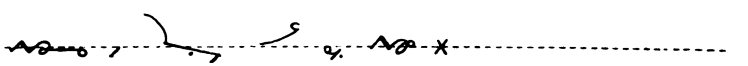


New South?" It-seems that they could settle their dispute with-

out such-a display-of anger. As-soon-as-it-is-possible to establish



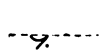
our-business to that-point, we-shall discount our-bills.



LESSON ELEVEN

44. Omission of initial syllables. The intial syllable of certain words may be dropped, thereby adding much to speed and ease in writing without impairing the legibility of the outline. The omission of the initial syllable may be indicated by writing the remaining part of the word close to the preceding outline. This, however, is not essential, and may be disregarded.

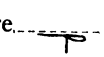
EXERCISE 79. Practice the exercise until you have memorized it.

account 

accountant

accountable

acknowledge

among 

about

adopt

adapt

amend

amendment

adjust

adjustment

adjacent

abundant

abundance

away

aware

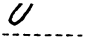
amount

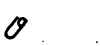
arrive

above

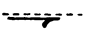
achieve

achievement

again 

against 

another

annoy 

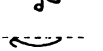
annoyance

apology

apologize

enclose
inclose

inclosure

entitle 

enjoin

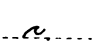
engage opinion responsible

engagement require respect

endeavor requirement

Vowel words.

EXERCISE 80. In the following list of words the only sounded vowels are initial and are expressed by vowel characters. Write these words just above the base line.

aid angle  oak

ail ill oath

air inch odd

arm ease orb

art east ooze

article ebb old

ash edge ought

*able egg use

*ample eel useful

axe earn usual

ice, eyes eat, eaten usher

*In the words *able* and *ample*, the *bl* hook is arbitrarily turned on the under side to facilitate the writing.

45. **Phrasing.** The following exercises illustrate the phrasing of numerals and the expressions that are frequently used in connection with them.

EXERCISE 81. The *d* is written *below* and to the right of a figure to express *dollars*; *above* and to the right of a figure to express *days*.

five dollars five days

EXERCISE 82. The *p* is joined to a figure to express *per cent.* It is written to the *right* of a figure to express *pounds*.

ten per cent twenty pounds

fifteen per cent fifty pounds

EXERCISE 83. *Hundreds*, *thousands* and *millions* are expressed by joining their initial letters to numerals.

three hundred six hundred thousand

fifteen hundred nine hundred dollars

four hundred ten million

ten thousand three million

EXERCISE 84. The *m* is written *below* and to the right of a figure to express *months*; *above* and to the right to express *minutes*.

six months fifteen minutes

five months and seven days ten minutes

EXERCISE 85. The *t* is written above and to the right of a figure to express *feet*. Two *t's* express *inches*.

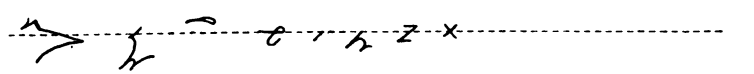
ten feet 10' eight inches 8"

twenty-five feet 25' two feet and two inches 2' 2"

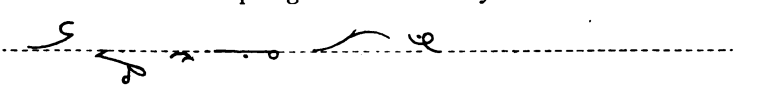
SENTENCES

EXERCISE 86. Practice these sentences until you can write them at the rate of eighty words per minute.

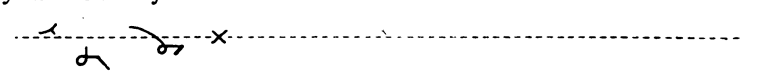
In-our opinion, it-would-be-a fatal mistake to adopt-the amend-



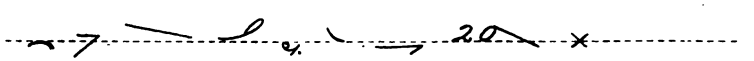
ment. We-wish to-apologize for-the annoyance we-have caused-



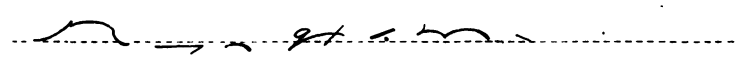
you in-the adjustment-of this-matter.



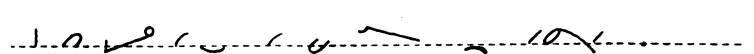
For immediate payment, we-will discount your note 20 per cent.



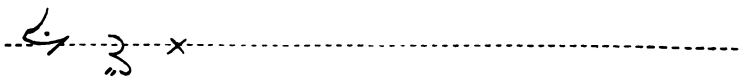
We-have-your note for nine-hundred-dollars, drawn in-favor-of



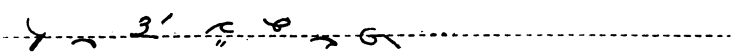
J. B. Childs & Co., and given in-payment for ten-thousand-feet



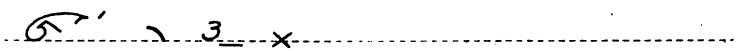
(of) quarter-sawed White Oak.



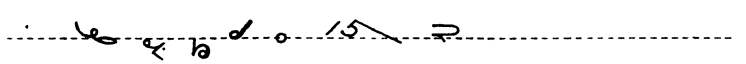
Your-order for three-million-feet (of) Ash calls for-the shipment-



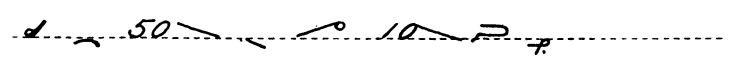
of five-hundred-thousand-feet every three-months.



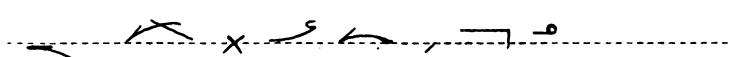
The usual discount-on jobbers' orders is 15 per cent, when-the



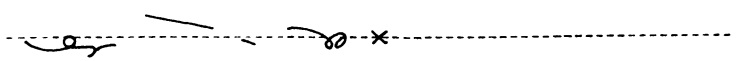
order-is for fifty-pounds or less; 10 per cent, when-it amounts-to



more-than 100-pounds. We-shall endeavor-to arrange matters so-



as-to-make-a payment on this bill.



LESSON TWELVE

46. **There are a great many verbs having as a termination the sound of kt.** These verbs are inflected by adding the syllables *ed, ing, ion* and *ive*, as *select, selected, selecting, selection* and *selective.* There are so many such words that it is desirable to have a rule for expressing the terminal sounds of their inflected forms, as well as the sound of *kt* which terminates the verb.

Rule 36. Write the first syllable of *kt* words according to previously given rules; detach the character representing the beginning sound of the syllable that terminates in *kt*, and write it underneath the first syllable to express the *kt.*

Example: In the word *select*, the first syllable is formed by writing *s* on the *e* position, se; *l*, the beginning sound of the *kt* syllable, is detached and written underneath *se*, in the *kt* position, thereby indicating the *kt* sound, thus, *se-lect*. The outline for *select* is also written and read for *selected, selecting, selection* and *selective*, as the context will readily determine which form of the word is used.

EXERCISE 87. The value of this principle and your ability to apply it will be determined by the way you practice. You must associate each termination with the outline both in writing and reading the following exercise.

connect -ed-ing-ion-ive detract -ed-ing-ion-ive

contract -ed-ing-ion-ive deduct -ed-ing-ion-ive

conduct -ed-ing-ion-ive deflect -ed-ing-ion-ive

construct -ed-ing-ion-ive direct -ed-ing-ion-ive

detect -ed-ing-ion-ive elect -ed-ing-ion-ive

erect -ed-ing-ion-ive protect -ed-ing-ion-ive

eject -ed-ing-ion-ive protract -ed-ing-ion-ive

induct -ed-ing-ion-ive predict -ed-ing-ion-ive

inflict -ed-ing-ion-ive reject -ed-ing-ion-ive

instruct -ed-ing-ion-ive retract -ed-ing-ion-ive

inspect -ed-ing-ion-ive reflect -ed-ing-ion-ive

inject -ed-ing-ion-ive restrict -ed-ing-ion-ive

EXERCISE 88. Other letters or syllables following the terminal *kt* sound are expressed by joining them to the detached syllable.

selections director connections

electrical directness malefactors

EXERCISE 89. The *kt* rule may be applied to words of one syllable, such as *act, fact,* etc., by writing the first letter of the word underneath the preceding word, as illustrated in the following phrases.

we will act this fact

we have acted owing to the fact

he acts this section

he is acting this market

their acting in the market

please execute we are able to execute

we will execute we are in the market

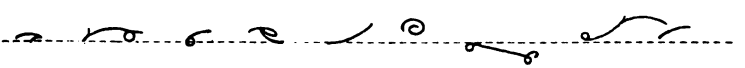
SENTENCES

EXERCISE 90. Practice these sentences until you can write them at the rate of 80 words per minute.

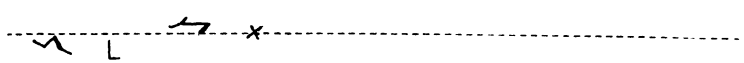
Dear-Sir: We-are-in-the-market for-a special twill cloth, as-per

sample shown herewith. We-will-execute your-order immediately.

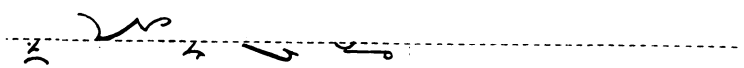
If-the investment is-a failure, we shall-be responsible, as-we-



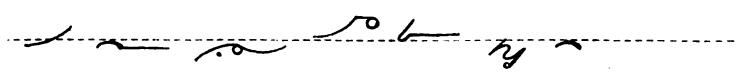
have-acted on-our-own judgment in-the-matter.



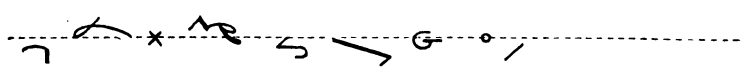
Owing-to-the-fact that-we-are-unable to-form-the proper con-



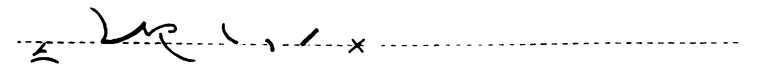
nections with foreign houses, we-must decline to-book-orders for



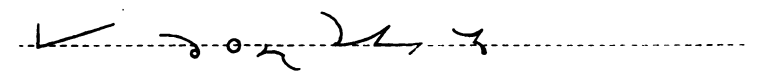
future delivery. Our-failure to-make prompt shipment is due to-



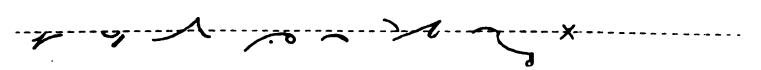
the-fact that-we-are-unable-to-execute your entire order.



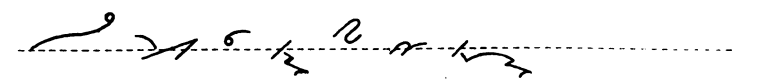
Gentlemen: This is-to inform-you that-we-do-not care-to-enter



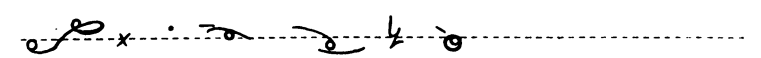
into-a contract with-your house for electrical fixtures.



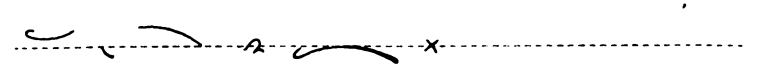
He-was elected as-a director of-the bank by-a direct-vote-of-the



stockholders. The manufacturers-of this-section object-to-the re-



strictions placed upon them by-the Government.



WORD STRUCTURE AND RULE FOR OUTLINING

47. **The preceding lessons** have fully directed the student in the first two steps of shorthand writing; namely, (a) that of forming primary syllables by writing alphabetic consonants on the vowel positions, and (b) the extension of these syllables by the methods illustrated.

The rules for syllable extension have operated, not only in forming brief, legible outlines, but in expressing all the sounds of syllables by forms that clearly indicate syllable completeness; that is, correctly formed outlines always show where one syllable ends and another begins. This feature is illustrated in the words *traps* and *trapeze*. Both of these words have as a base the primary syllable *tra* ; the extension of *tra* into another *complete* syllable terminating in the sounds *ps* is shown by using the extension forms of *p* and *s*, thus, *traps* ; whereas, if the alphabetic *p* and the expedient *s* were used, the outline would indicate a two syllable word, the first syllable being *tra*, and the second syllable beginning with *p* followed by a vowel and terminated by *s*, thus, *tra-pes* *trapeze*. This feature illustrates the strength and naturalness of the system, and how thoroughly every situation is provided for. It results in a natural differentiation of words having the same combinations of consonants, but differing as to their syllabication. In other systems, such words are either written alike, or arbitrarily distinguished.

Another important result: The primary syllables, and those that are formed by the different extension methods, constitute *root*, or *stem outlines*. The same combination of sounds is always represented by the same *stem outline*, and outlines for derivative words having the same *stem* sound are formed by building to the stem outline. This is illustrated by the syllable *seed* , which is the stem outline for such words as *recede*, *intercede*, *concede*, *proceed*, *exceed*, etc.

The following section of this text gives instructions for prefix and suffix representation, but the student needs to bear in mind that the more important features of his work have been given, and that he should be able to instantly outline the stem of any word. To that end you should put into practice the following rule for outlining.

Rule: Write the word in longhand, spelling it as it should be spelled; determine which *vowel* is to be *expressed by position* and the *consonant* that is to be *written on position* to indicate the vowel. Cancel all other vowels and silent consonants. This leaves the sounds that are to be expressed by the shorthand outline. Rewrite the word in longhand, using only the letters that were not cancelled, and then outline it in shorthand by writing the *vowel-indicating consonant* on position, and combining the consonant sounds that follow by applying the rules of contraction that are indicated, or, if the combination is expressed in an alphabetic form, by using it.

Example: *Principle*—the first *i* in this word is expressed by position, the *pr* is the consonant that is written on position to indicate *i*, hence the remaining *i* and *e* are cancelled, leaving the following combination, *princpl*. Note that the *i* is followed by *n*; *pr*, being a long character, is lengthened for this *n* sound. Then follows the sound of *s*, which in turn is followed by *pl*, hence, we have the following: *pr* written on the *i* position, *pri*; lengthened for *n*, *prin*; further extended by the expedient *s*, *prins*; the final sound of *pl* is expressed by the alphabetic *pl*, *prinspl* . This rule for outlining will apply to all root words, and its observance will always result in simple, legible, analogous outlines.

LESSON THIRTEEN

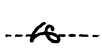
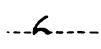
48. **Attached prefixes.** This lesson introduces the third and last step in shorthand writing; namely, that of *prefix* and *suffix* representation.

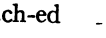
From an English viewpoint, the suggestion of *prefix* or *suffix* presupposes an already existing *root*, or *stem* word. The same is true in this system of shorthand. By an application of the preceding principles, the root, or stem outlines of all the words of the language are formed, and by the use of prefixes and suffixes, these stem outlines are preserved.

Prefixes are not written with reference to vowel positions, but relative to the stem outline. A prefix may be the result of an application of some principle, such as the shortening of *medium* characters to express the sounds of *m* or *n*, forming such prefixes as *am*, *an*, etc., or it may be arbitrarily expressed. There are two kinds of prefixes—*attached* and *detached*.

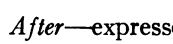
An *attached* prefix is one that is connected to the stem outline without lifting the pen. A *detached* prefix is one that is written relative to the stem outline, either before or through it, the prefix and stem outline being separate strokes.

EXERCISE 91. *A*, *ad*, *af*, and *at*—expressed by *a*, attached, written either upward or downward.

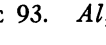
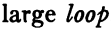
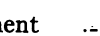
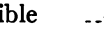
abate		avail		affair	
abide		adhere		affable	
agree		admire		affiliable	
ago		admirable		affirm	
across		admit		afford	

Atlantic		attend		attribute	
atmosphere		attends, attendance		attach-ed	
attain		attest		attachment	
attainable		attire		attempt	

EXERCISE 92. *After*—expressed by the word-sign.

afterglow		afternoon	
aftermath		afterthought	

EXERCISE 93. *Al, el* and *il*—expressed by the large *loop*.

albino		allude		element	
album		almost		elevate	
albumen		alphabet		illegal	
allege		also		illegible	
allegiance		always		illicit	
alliance		although		illogical	
allot		elbow		illimitable	
allow		elegant		illumine	

EXERCISE 94. *As*—expressed by the word-sign.

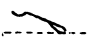
asbestos		assert		*assimilable	
ascend		assess		assist	
ascertain		assessment		assistance	
ascribe		*assessable		assistant	
assail		assessor		assort	
assault		assign		assorted	
assay		assignment		assortment	
assemble		assignable		assume	
assent		assignor		assure	

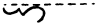
*See Rule 7.

EXERCISE 95. *Be*—expressed by the *b* written in a more slanting manner.

because		begun		between	
befall		behind		beneath	
before		behoove		beside	
begin		belittle		beseech	
began		belong		beheld	

EXERCISE 96. *Com, con, co* and *cor*—expressed by *k*, shortened, attached.

combine		compel		concern	
comfort		complain		concert	
comfortable		complacent		concise	
committal		complex		consider	
command		compromise		considerable	
commend		compute		consign	
comment		concord		consist	
commit		concrete		consistent	
commonplace		concur		consult	
commercial		confess		consume	
commune		confine		consumer	
commute		conform		constant	
compress		confront		constrain	
compare		confuse		contrive	
comprise		consent		control	
compete		conceal		converse	

convert coma corrupt 

cohere corrode corrigible

cohort correspond corpuscle

EXERCISE 97. *De*—expressed by *d* written in a more slanting manner.

debar defer delay

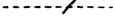
debase decide denote

detach define deposit

denounce detain depleted

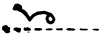
EXERCISE 98. *E, ed* and *ef*—expressed by *e*.

elapse evade edifice

elicit event  edible

elope even efface

elude evince effeminate

emerge evolve effort 

emit evoke effuse

EXERCISE 99. *Enter*—expressed by the word-sign.

enterprise entertained

entertain entertainment

EXERCISE 100. *Ever, every* and *effer*—expressed by the word-sign.

everlasting everywhere

evermore effervesce

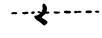
EXERCISE 101. *Ex*—expressed by *x*.

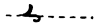
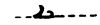
express extra

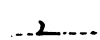
expense expire

EXERCISE 102. *Inter, intel* and *intro*—expressed by *i*, shortened, shaded and written downward.

interfere interior interspersed

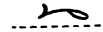
intermingle interminable  intellect

intervene  interim  intellectual

interest intermit  intelligence

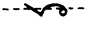
interpose interval introduce

EXERCISE 103. *O* and *of*—expressed by *o*.

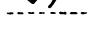
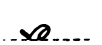
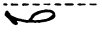
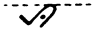
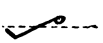
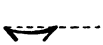
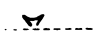
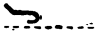
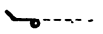
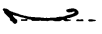
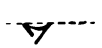
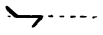
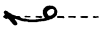
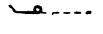
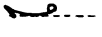
omen office  offset

omit official offtake

offense officer offshoot

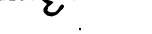
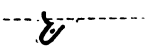
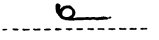
offer officious  offhand

EXERCISE 104. *Re*—expressed by *r*, shaded.

rebate		relate		*repent	
rebel		relieve		*result	
rebound		remain		*reserve	
*recall		realize		*resort	
*recant		remark		*resent	
*receipt		remiss		*resemble	
*record		remit		*resist	
*recede		remittance		*recess	
redeem		remote		*resolve	
refuse		renounce		*resume	
refund		renew		respond	
regain		*repel		return	
regard		*repeat		retail	
regret		*reproach		review	

*Strike *re* backward before *k*, *s*, and *p*.

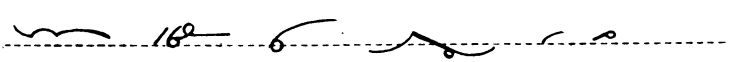
EXERCISE 105. *Under*—expressed by the *word-sign.*

undergo		under-rate	
underhand		underscore	
underground		understand	
underlie		understood	
underneath		undertake	

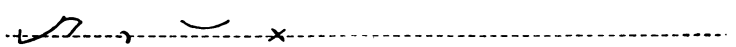
SENTENCES

EXERCISE 106. Practice these sentences until you can write them at the rate of 90 words per minute.

Your-favor (of the) 16th inst. is-at-hand, with-prices and terms,

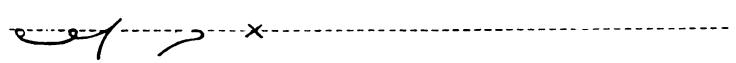


which-we-find entirely satisfactory.

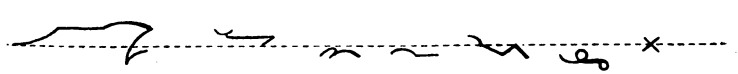


We-regret-to-find that-we-are-unable to close-your consignment

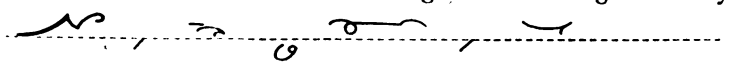
as-soon-as-we-had hoped.



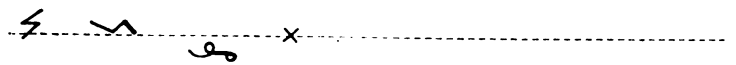
We-never-had-a complaint before from any-of-our customers.



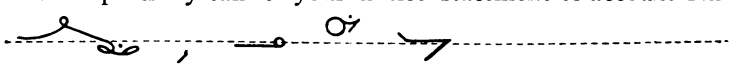
We-are-unable to manufacture-the goods fast-enough to satisfy



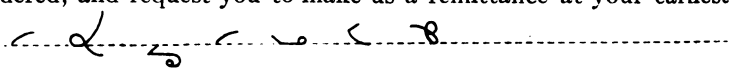
the demand of-our customers.



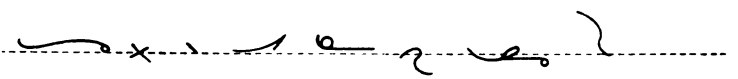
We-respectfully-call to-your notice statement-of-account ren-



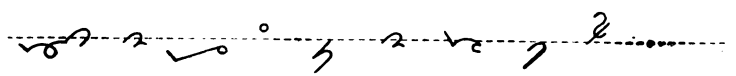
dered, and request-you to-make-us a remittance at-your earliest



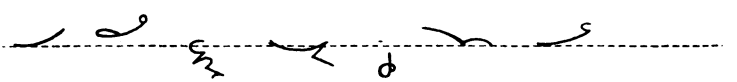
convenience. Are we-to understand by-your silence that-you



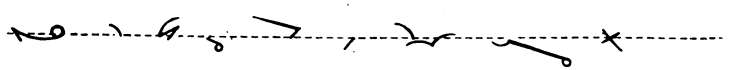
refuse-to-abide by-the rules, as adopted by-the official board?



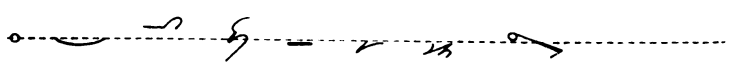
We always wish-to-be-on-the side-of justice, therefore, we-shall



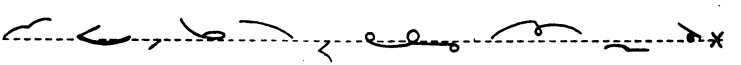
resist any attempt on-his part to effect-a compromise.



His success may-be attributed more to-an indomitable spirit



and-a desire to excel than to-any assistance he-received from-



others.

LESSON FOURTEEN

49. **Attached suffixes.** In the following exercises it will be observed that the character which represents the important sound of the suffix is used to express the entire syllable.

(*a*) *Y*, *ty* and *dy*, pronounced *ť*, *tť*, and *dť*, are expressed by the *i*.

(*b*) When *y* follows a circle or loop, it is expressed by extending the circle or loop very slightly across the stem.

(*c*) The suffix *ward* is expressed by the *w*, shaded and written downward.

(*d*) *Shun* is expressed by slightly straightening the *ish* or *wha*. The *ish* is used for this suffix, except after *hooks* and the *t* and *d*, when *wha* is used.

(*e*) Following a circle or loop, the *shun* may be written either upward or downward.

(*f*) *Ration* is expressed by shading the *shun*.

(*g*) *Shuns* is formed by adding *s*, and *shun-al* by adding *l*, to *shun*.

(*h*) *Shiate*, *shiated*, *shiating*, *shiation* and *shiative* are expressed by writing *shun* upward.

(*i*) *Ish* is expressed by the *ish* character.

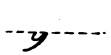
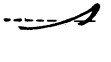
(*j*) *Ism* and *asm* are expressed by the *expedient s* joined to *m*.

Do not spell these suffixes, but pronounce them, and when one sign is given several syllable values, learn it for each syllable.

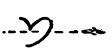
EXERCISE 107. *Y*, *ty* and *dy*—expressed by the *i*, written either upward or downward.

tawny		artificially		ready	
sunny		officially		seedy	
sorry		needy		happy	
enmity		scanty		copy	

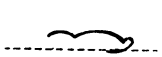
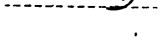
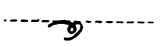
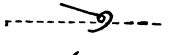
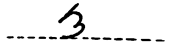
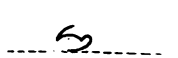
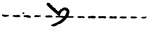
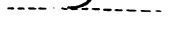
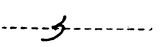
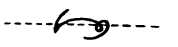
EXERCISE 108. *Ry, try* and *dry*—shade the *y* ending.

dreary		hungry		glory	
weary		tarry		wintry	
flattery		sentry		jury	

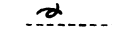
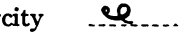
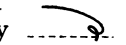
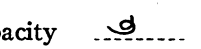
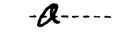
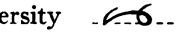
EXERCISE 109. *By*—join the *y* ending to *b*.

baby		whereby		anybody	
hereby		nobody		everybody	

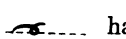
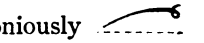
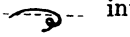
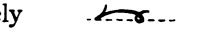
EXERCISE 110. *Bly, ply, bility* and *pality*—join the *y* ending to *bl* or *pl*.

favorably		principally, principality	
forcibly		peaceably	
horribly		adaptability	
reply		affably, affability	
imply		advisably, advisability	
simply		notably, notability	
multiply		impenetrability	
passably, passibility		plausibility	

EXERCISE 111. *Ly, sty* and *cy*—expressed by extending the circle or loop very slightly across the stem.

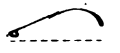
bravely		manfully		intensity	
early		faithfully		scarcity	
excellently		thankfully		capacity	
extremely		wilfully		adversity	
kindly		truthfully		immensity	
lately		rusty		industry	
likely		dusty		fancy	
cheerfully		curiosity		hesitancy	

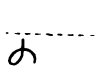
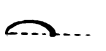
EXERCISE 112. *Cy* is also used for *zy* and *sly*.

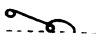
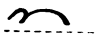
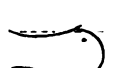
hazy		fiercely		harmoniously	
lazy		vigorously		inversely	
clumsy, clumsily		generously		conversely	

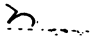
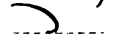
EXERCISE 113. *Fy, vy* and *thy*—expressed by making the *f*, *v* and *ith* more curving.

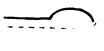
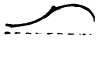
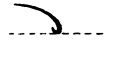
fortify		qualify		glorify	

certify silvery slavery 

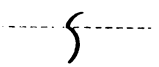
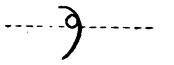
justify  very  wealthy

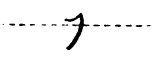
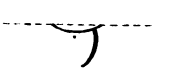
specify  bravery  sympathy 

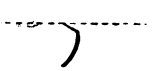
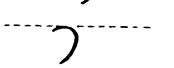
ratify  divinity theory 

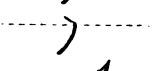
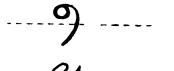
navy  wavy  theoretical 

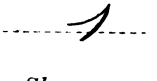
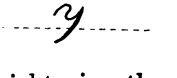
EXERCISE 114. *Ward*—expressed by *w*, written downward and shaded.

afterward  Eastward 

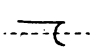
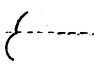
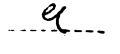
inward  Southward 

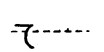
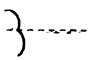
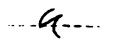
onward  forward 

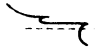
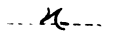
reward  straightforward 

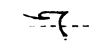
wayward  backward 

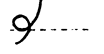
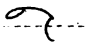
EXERCISE 115. *Shun*—expressed by slightly straightening the *ish* and *wha*.

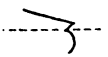
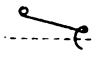
nation  addition  allegation 

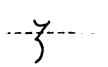
mention  edition  attention 

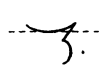
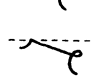
evasion explanation  intention 

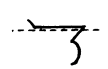
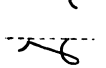
division exclamation  distinction

question  elevation  fiction

petition  *dispensation  physician

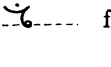
condition  *position remission

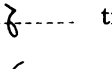
sedition  *imposition  auction

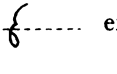
rendition  impulsion  auctioneer

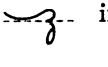
*See Rule 7.

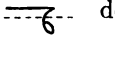
EXERCISE 116. *Shuns* and *shunal*—expressed by adding *s* and *l* to *shun*.

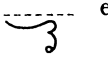
emotions cautions  factions

intimations rational  traditions

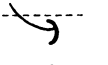
missions additional  exceptional

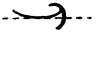
stations sectional  international

discussions national  devotional

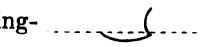
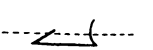
resolutions suctions  emotional

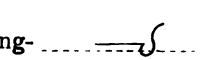
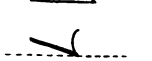
EXERCISE 117. *Ration*—expressed by shading *shun*.

admiration exploration  vibration

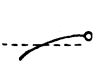
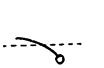
toleration separation  inspiration

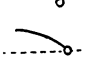
EXERCISE 118. *Shiate, shiated, shiating, shiation, shiative*—expressed by writing the *shun* upward.

associate-ed-ing-tion  denunciation 

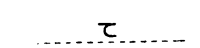
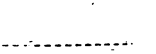
negotiate-ed-ing-tion  appreciation 

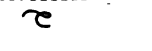
EXERCISE 119. *Self* and *selves*—expressed by joining the circle angularly.

himself  myself thyself 

herself ourselves themselves 

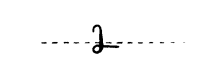
EXERCISE 120. *Ish*—expressed by the *ish* character.

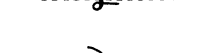
mannish  *foolish 

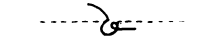
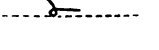
Irish *polish 

*See Rule 7.

EXERCISE 121. *Ism* and *asm*—expressed by *sm*.

plagiarism  conservatism

egotism  atheism

officialism  enthusiasm 

A COMPLETE LIST OF YOU AND YOUR PHRASES

EXERCISE 122. The following is a complete list of words that are written on the *u* position to suggest a following *you* or *your*. A partial list was given in Lesson 6.

to you, your ---------- and you, your ----------

do you, your ---------- after you, your ----------

did you, your ---------- will you, your ----------

if you, your ---------- replying to you, your ----------

have you, your ---------- in reply to you, your ----------

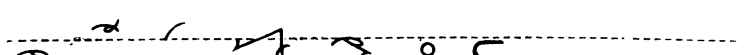
for you, your ---------- answering you, your ----------

from you, your ---------- in answer to you, your ----------

SENTENCES

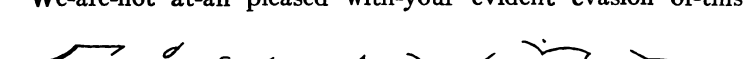
EXERCISE 123. Practice these sentences until you can write them at the rate of 90 words per minute.

If-you-will faithfully and intelligently follow-the study-of short-

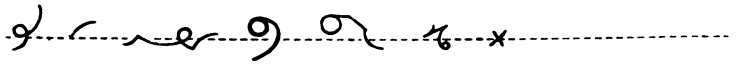


hand you-will ultimately become expert.

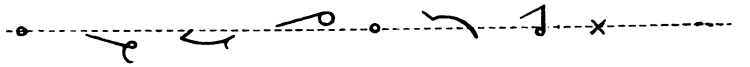
We-are-not at-all pleased with-your evident evasion of-this



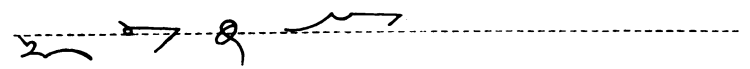
question, and insist-upon-a straightforward statement-of-your in-



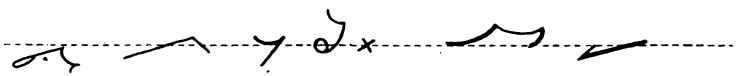
tentions. His position, to-say-the least, is rather dangerous.



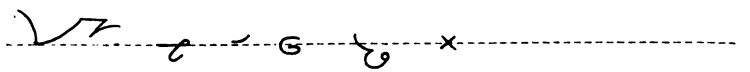
Replying-to-your-favor (of) recent-date, will-state-that we-can-



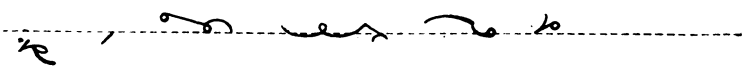
not allow-you-the line-of credit you-request. We-are-sorry to-learn



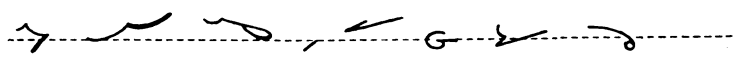
that-we made-a-mistake in shipping your-goods.



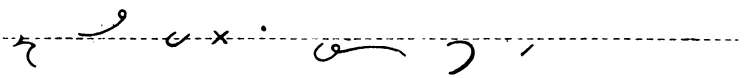
Owing-to-your-failure to specify sizes-of-the various items in-



your-order, we-were compelled to delay shipment until this infor-



mation was given. The goods-have-been forwarded to-you to-



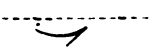
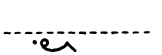
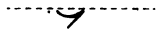
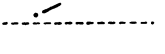
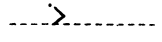
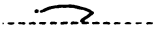
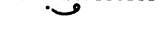
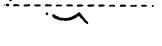
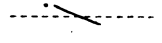
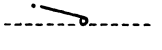
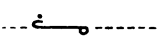
day per American Express.

LESSON FIFTEEN

50. Detached prefixes. As stated in a previous lesson, a detached prefix is one that is written relative to the stem outline either before or through it, the prefix and the stem outline constituting separate strokes.

Unless a prefix results from an application of one of the rules of contraction, it is expressed by an arbitrary sign, and as such must be memorized for the syllable or syllables it represents.

EXERCISE 124. *Ac, oc, ab, ob, ap, op*—expressed by a *dot* placed immediately before the stem outline.

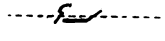
accede		absurd	
accept		obscure	
acceptable		observe	
accord		obtain	
accurate		obviate	
accuse		obvious	
occur		appear	
occupy		appease	
abhor		appliance	
abrogate		appoint	
absolute		oppose	
abscond		oppress	

EXERCISE 125. *Ante, anti*—expressed by *ant.*

antecedent

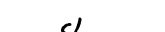
antedate

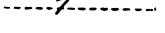
ante mortem

anterior 

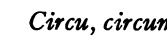
antidote

antipathy

antiquated 

antiquity 

EXERCISE 126. *Circu, circum*—expressed by the *s.*

circular 

circularity

circulate

circulation

circumference

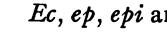
circumlocution

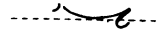
circumflex

circumscribe

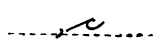
EXERCISE 127. *Ec, ep, epi* and *ig*—expressed by a *comma.*

eccentric

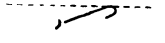
epicure 

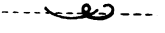
epidemic 

epilogue

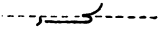
episode 

ignite

ignoble 

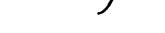
ignobly 

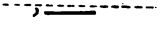
ignominious

ignominy 

ignore

ignorant

ignorantly 

ignoramus 

EXERCISE 128. *Equa, equi* and *equiv.*—expressed by the *q*.

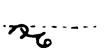
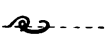
equable	equidistant	equitable
equableness	equiform	equity
equability	equilateral	equivalent
equanimity	equinox	equivocal
equation	equipage	equivocate
equator	equipoise	equivocation

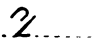
EXERCISE 129. *Om* and *omni*—expressed by the *o*.

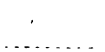
omelet	omnibus	omniscient
omniform	omnipotent	omnium
omnific	omnipresent	omnivorous

EXERCISE 130. *Per, pur* and *pre*—expressed by the *b*.

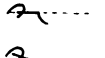
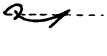
perceive	permanent	purloin
perceptible	permit	purport
perchance	pernicious	purpose
persuade	perpetual	purposeful
perform	purlieu	pursue

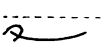
pursuit
precocious 
prescribe 

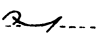
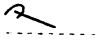
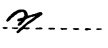
purvey
predetermine 
present

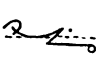
purview
prelude 
preserve

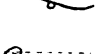
precarious
premium
preside

precautious
prepare 
presume 

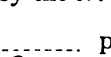
precede
prepay
pretend 

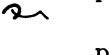
precedence 
prepossess 
pretext 

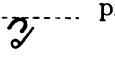
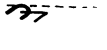
precise 
preposterous
prevent

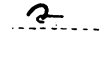
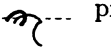
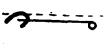
preclude
prerequisite 
previous

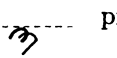
EXERCISE 131. *Pro*—expressed by the *br*.

proceed
procure 
prolong

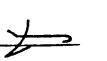
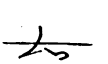
procedure
produce 
promote

proclaim
proficient 
pronounce 

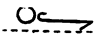
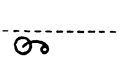
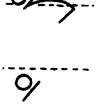
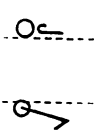
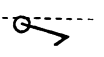
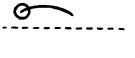
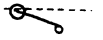
proclivity 
profound 
provide 

procrastinate
profuse 
provisional

EXERCISE 131a. *Quad-ri*—expressed by *qd*.

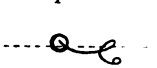
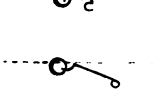
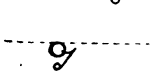
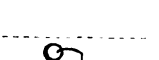
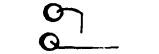
quadrilateral
quadrangle 
quadruple 

EXERCISE 132. *Sub, sup, suc, suf, sur* and *sus*—expressed by the *sta*.

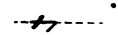
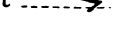
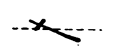
subdivide		supplant		suffuse	
subdue		supplement		surpass	
sublime		support		surprise	
submit		suppose		survey	
subordinate		succinct		survive	
subsequent		succor		susceptible	
subscribe		succumb		suspend	
*substance		suffer		suspicion	
*substantial		suffice		sustain	

*This prefix may be *joined* to a stem outline that begins with *sta* or the circle *s*.

EXERCISE 133. *Super* and *subter*—expressed by the *str*.

supercilious		supersede	
superficial		supervene	
superimpose		supervisor	
superinduce		subterfuge	
superintend		subterranean	

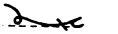
EXERCISE 134. *Tran* and *trans*—expressed by the *tr*.

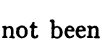
tranquil		transfer		translate	
tranquility		transferable		transmit	
transaction		transform		transparent	
transcend		transformation		transpire	
transcribe		transgress		transport	
transcription		transit		transpose	

51. **The negative sign.** Some of the negative prefixes will not join readily to the outlines of a few positive words, and in order to preserve the analogy of these outlines a negative sign is employed.

Rule 37. Write the *r* through the latter part of an outline, either a word or phrase, to express its negative meaning.

EXERCISE 135.

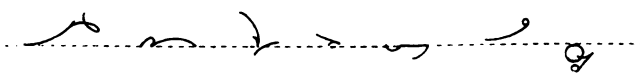
lawful		trust		essential	
unlawful		mistrust		non-essential	
certain		approve		payment	
uncertain		disapprove		non-payment	
wise		fortune		adequate	
unwise		misfortune		inadequate	

admissible		regular		intentional	
inadmissible		irregular		unintentional	
advertence		refutable		have been	
inadvertence		irrefutable		have not been	
animate		rational		has been	
inanimate		irrational		has not been	
efficient		reparable		had been	
inefficient		irreparable		had not been	

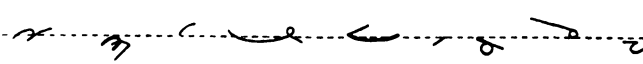
SENTENCES

EXERCISE 136. Practice these sentences until you can write them at the rate of 90 words per minute.

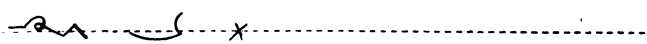
We-fully believe that-the-action of-the committee was super-



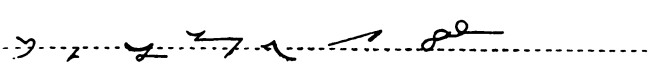
induced by-a profound and sincere desire to restore peace among-



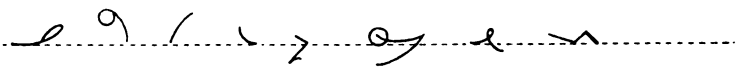
the members-of-our association.



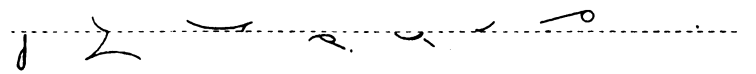
Replying to-the criticism contained in-your letter (of the) 8th



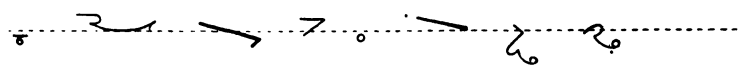
inst., we-will state-that had you read-the subsequent issue of-our



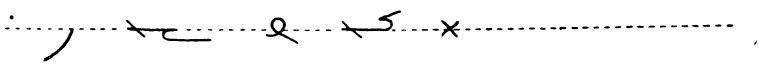
journal you-would-have seen-the following correction: "In last



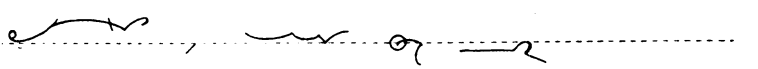
month's magazine the printer made us appear ridiculous by-using



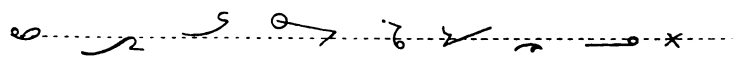
the word "omniscient" instead of "omnipotent."



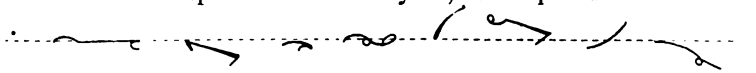
As-we-have-not-been-able to secure-a sufficient number-of-



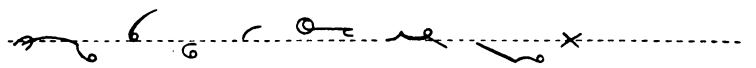
skilled workmen, we-shall suspend operations until further notice.



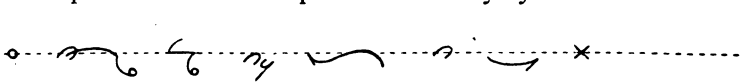
The financial report for-the fiscal year, as-compared with those-



of previous years, shows a substantial increase-of profits.



His previous admissions preclude recovery by suit.



LESSON SIXTEEN

52. **Compound prefixes.** The prefix *com*, and its euphonic forms, *con*, *col*, *co*, *cor* and *cog*, are frequently preceded by the syllables *ad*, *dis*, *e*, *in*, *mis*, *non*, *pre*, *re*, *self* and *un*, forming such compound prefixes as *ac-com*, *dis-com*, *re-cog*, *etc.*, which are expressed according to the following rule:

Rule 38. Detach the *first* letter of the *initial* syllable, and write it close to or through the stem outline to express the compound prefix. *Do not modify* the detached character, but write it as it appears in the alphabet. The prefix is written first.

EXERCISE 137. *Accom*, *accum*—detached *a*.

accommodate accomplishment

accompany accumulate

accomplish accumulation

EXERCISE 138. *Discom-con*, *decom*—detached *d*.

discomfort disconsolate

disconcert discontinue

discontent decompose

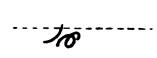
EXERCISE 139. *Econ*, *enco* and *encom*—detached *e*.

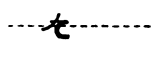
economy economical

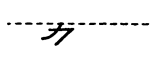
economize encomium

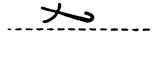
economist encompass

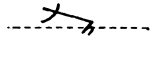
EXERCISE 140. *Incom, incon, inco, incor* and *incog*—detached *i*.

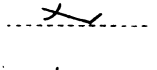
incombustible 

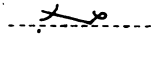
incommensurate 

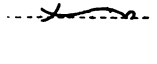
incommode 

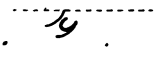
incomparable 

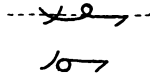
incompatible 

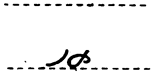
incompetent 

incompetency 

inconceivable 

incongruity 

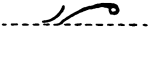
inconsistent 

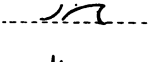
inconstant 

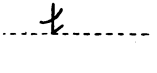
incontestable

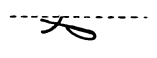
incontrovertible

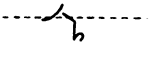
inconvenient

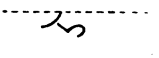
incoherence 

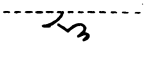
incohesion 

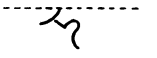
incogent 

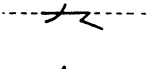
incorporal 

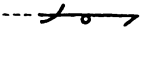
incorrigible 

incorrupt 

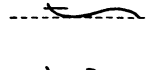
incorruptible 

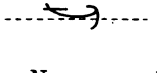
incorruption 

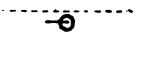
incognito 

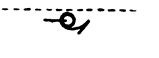
incognizant 

EXERCISE 141. *Miscom* and *miscon*—detached *m*.

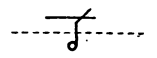
misconceive 

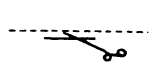
misconception 

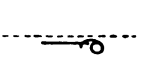
misconstrue 

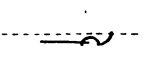
misconstruct 

EXERCISE 142. *Noncom* and *noncon*—detached *n*.

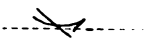
noncontagious 

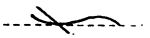
non compos mentis 

nonconformist 

nonconformity 

EXERCISE 143. *Precon*—detached *p*.

preconceit  precondition

preconceive  preconquest

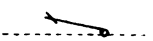
preconception precontract

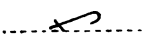
preconcert precontrive

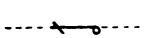
EXERCISE 144. *Recom, recon, recol* and *recog*—detached *r*.

recommend reconciliation

recommit reconnoiter

recompense  reconsider

recompensation recollect 

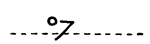
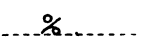
reconcile recognize 

reconcilable recognition

EXERCISE 145. *Self* or *selfcom, selfcon*—detached *circle*.

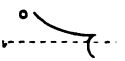
self-care self-confidence

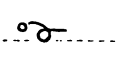
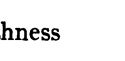
self-centered self-conscious

self-command  self-defense 

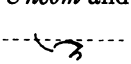
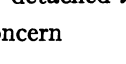
self-complacent self-denial

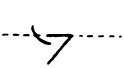
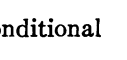
self-conceit self-determined

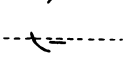
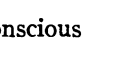
self-examination  selfish

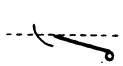
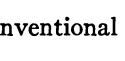
self-esteem  selfishness 

EXERCISE 146. *Uncom* and *uncon*—detached *u*.

uncomfortable  unconcern 

uncommitted  unconditional 

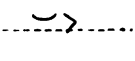
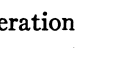
uncommon  unconscious 

uncompromising  unconventional 

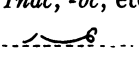
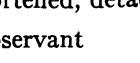
53. The prefixes *co*, *pre*, *re*, *un* and *in* combine with the *ac*, *oc*, *ab*, *ob*, *ap* and *op*, forming such compounds as *co-op*, *inac*, *etc.*, which are expressed according to the following rule:

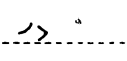
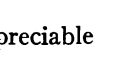
Rule 39. The compound prefix is expressed by a detached, *modified* form of the *first* letter of the initial prefix, which is written relative to the stem outline.

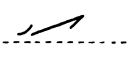
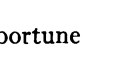
EXERCISE 147. *Coöp*—shortened, detached *k*.

cooperate  cooperation 

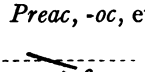
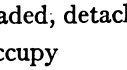
EXERCISE 148. *Inac*, *-oc*, etc.—shortened, detached *i*.

inaccessible  inobservant 

inaccurate
inaugurate  inappreciable 

inoculate  inopportune 

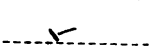
EXERCISE 149. *Preac*, *-oc*, etc.—shaded, detached *p*.

preaccusation  preoccupy 

preacquaint preoccupancy

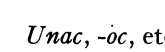
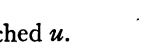
EXERCISE 150. *Reac*, *-oc*, etc.—shaded, detached *r*.

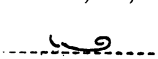
reoccupy reappoint

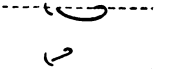
reobtain  reapportion

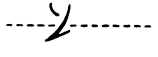
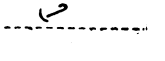
reappear reapproach

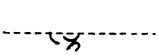
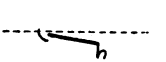
EXERCISE 151. *Unac*, *-oc*, etc.—shortened, detached *u*.

unacceptable  unabsorbed 

unacquired  unobtainable

unaccountable unapproachable 

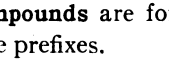
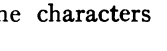
unoccupied  unopposed 

unabrogated  unoperated 

54. **Other compounds** are formed by joining the characters that represent the prefixes.

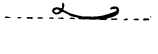
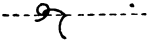
EXERCISE 152.

indiscernible insufficient

indiscreet  irreconcilable 

indisputable represent

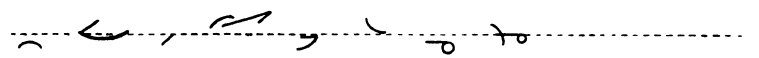
insubordination reproduce

insufferable  unprepared 

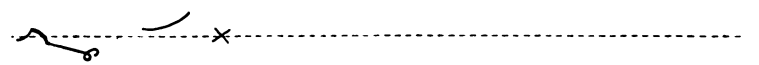
SENTENCES

EXERCISE 153. Practice these sentences until you can write them at the rate of 90 words per minute.

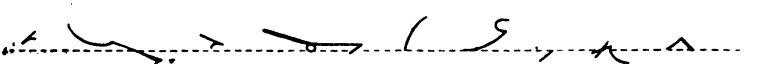
If-you desire to accumulate money, you must economize in-



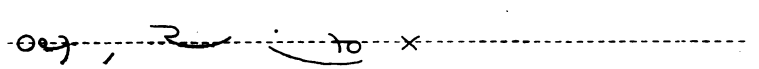
every-possible way.



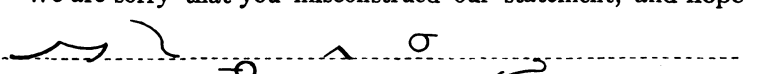
At-the expiration of-the present year we-wish to discontinue our



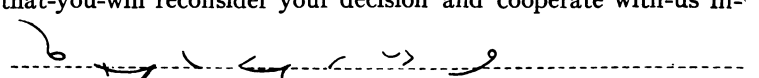
subscription to-your magazine, The Economist.



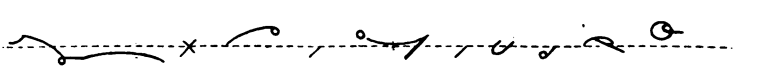
We-are-sorry that-you misconstrued our statement, and-hope



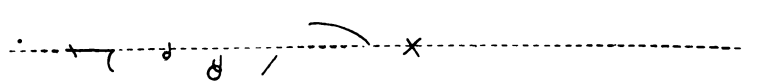
that-you-will reconsider your decision and cooperate with-us in-



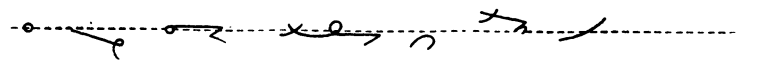
this-movement. He-is too self-centered to give to-his fellow states-



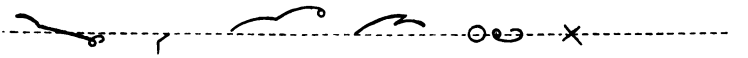
men the recognition which-is justly due them.



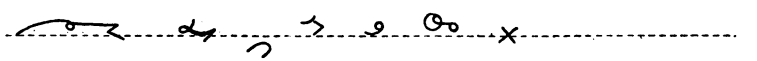
His position is-not-only inconsistent, but incompatible with



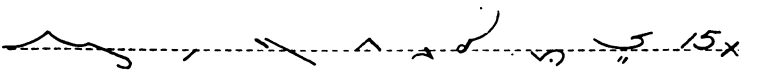
every-principle to-which he-has heretofore subscribed.



He-is-not-only indiscreet, but inaccurate in-his statements.



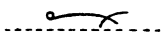
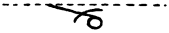
We-expect to reoccupy our-former quarters on-or-about September 15th.



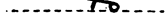
LESSON SEVENTEEN

55. **Detached suffixes.** This is, perhaps, the simplest lesson in this section of the text. The suffixes that follow are expressed by detaching the characters representing the important sounds of the syllables, and always writing them through the latter part of the stem outline.

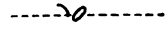
EXERCISE 154. *Age*—expressed by *a*.

village		disadvantage	
advantage		postage	
advantageous		message	

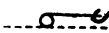
EXERCISE 155. *Ary*—expressed by *a*, shaded.

summary		dispensary	
primary		boundary	
missionary		pecuniary	

EXERCISE 156. *Else*—expressed by the *fl*.

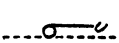
where else		something else	
anybody else		anything else	
somebody else		everything else	

EXERCISE 157. *Graph, graphy* and *graphic*—expressed by *gr*.

stenography-*graphic*  phonograph-*graphic*

paragraph geography-*graphic*

EXERCISE 158. *Graphical* and *graphically*—expressed by *gl*.

stenographical-*ly*  lithographical

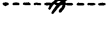
biographical photographical

EXERCISE 159. *Gram*—expressed by the *g, lengthened*.

telegram program

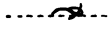
EXERCISE 160. *Hood*—expressed by *h*.

manhood boyhood

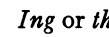
childhood girlhood 

EXERCISE 161. *Ize*—expressed by *i*.

fertilize paralyze

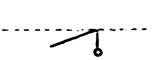
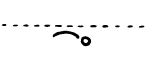
equalize  specialize

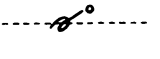
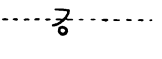
EXERCISE 162. *Ing* or *thing*—expressed by a *dot*.

seeing  something

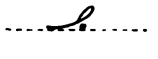
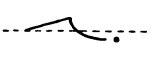
feeling anything

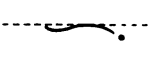
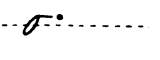
EXERCISE 163. *Ings* or *things*—expressed by the *circle*.

lodgings  few things 

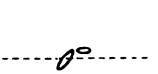
buildings  many things 

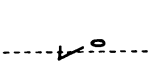
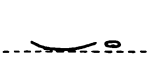
EXERCISE 164. *Ington*—expressed by a *heavy dot*.

Wellington  Lexington 

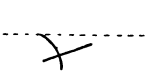
Covington  Wilmington 

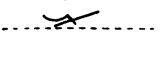
EXERCISE 165. *Ingly*—expressed by the *loop*, written horizontally.

willingly  meaningly

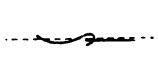
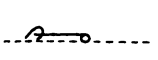
chidingly  seemingly 

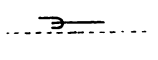
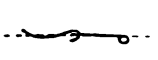
EXERCISE 166. *Less*, *lessly* and *lessness*—expressed by *l*.

fearless-lessly-lessness thoughtless-lessly-lessness 

heedless-lessly-lessness careless-lessly-lessness 

EXERCISE 167. *Nificant* and *nificent*—expressed by *n*.

significant  *beneficence 

magnificent  *significance 

*Suffixes may be extended by adding the letters that convey the required sounds.

EXERCISE 168. *Ology* and *ological*—expressed by *o*.

physiology psychology

mythology psychological

EXERCISE 169. *Guish, quish* and *guage*—expressed by *q*.

vanquish distinguish

languish, language relinquish

EXERCISE 170. *Sive, sively* and *siveness*—expressed by *s*.

offensive-ly-ness expensive-ly-ness

EXERCISE 171. *Ship, shipped* and *shipment*—expressed by *ish*.

hardship courtship

worship scholarship

EXERCISE 172. *Tive, tively* and *tiveness*—expressed by the *t*.

relative-ly comparative

affirmative primitive-ness

declarative attentive-ly-ness

EXERCISE 173. *Tary, tory* and *trary*—expressed by *tr*.

military		interrogatory	
secretary		explanatory	
dedicatory		contrary	

EXERCISE 174. *Tude* and *tute*—expressed by *d*.

solitude		institute	
magnitude		constitute	

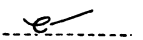
56. **The suffix ate.** The majority of words ending with *ate* are verbs that are inflected by adding the syllables *ed, ing, tion* and *tive*. Unlike other suffixes, *ate* is seldom a separate syllable, but is generally pronounced in connection with the sound preceding it, therefore, *ate* is assigned a position above the stem outline, and is expressed according to the following rule:

Rule 40. Write the character that represents the sound *immediately preceding* the *ate* above and to the right of the stem outline to express *ate, ated, ating, ation* and *ative*.

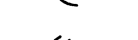
EXERCISE 175.

celebrate	ated-ating-ation-ative	
imitate	ated-ating-ation-ative	
concentrate	ated-ating-ation-ative	
palpitate	ated-ating-ation-ative	

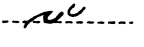
stimulate ated-ating-ation-ative

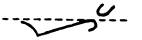
calculate ated-ating-ation-ative 

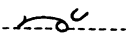
speculate ated-ating-ation-ative

congregate ated-ating-ation-ative 

aggregate ated-ating-ation-ative

elongate ated-ating-ation-ative 

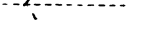
investigate ated-ating-ation-ative 

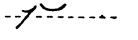
dictate ated-ating-ation-ative 

complicate ated-ating-ation-ative

dedicate ated-ating-ation-ative

indicate ated-ating-ation-ative

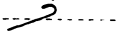
reciprocate ated-ating-ation-ative 

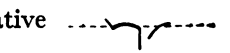
contemplate ated-ating-ation-ative 

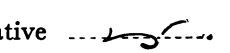
EXERCISE 176. When *ate* is a distinct syllable, the *a* is written on position according to Rule 40.

create ated-ating-ation-ative

liberate ated-ating-ation-ative

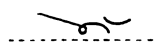
exaggerate ated-ating-ation-ative 

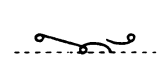
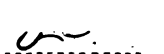
refrigerate ated-ating-ation-ative 

invigorate ated-ating-ation-ative 

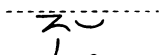
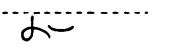
remunerate ated-ating-ation-ative

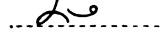
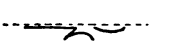
EXERCISE 177. The *ate* rule applies to those nouns ending in *cation*, which are derived from verbs that usually end in *y*, as ***notification***, derived from *notify*.

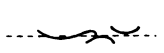
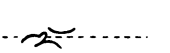
pacification  versification

specifications  gratification 

modification justification

qualifications  notification 

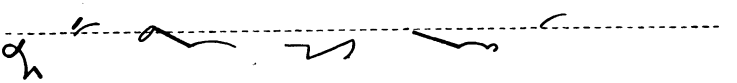
signification  amplification 

application  multiplication 

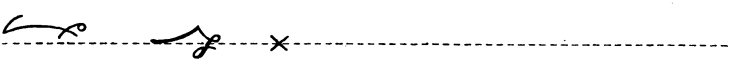
SENTENCES

EXERCISE 178. Practice these sentences until you can write them at the rate of 90 words per minute.

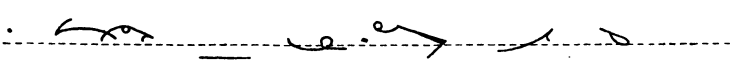
Trusting-that-our transaction will-prove mutually profitable and



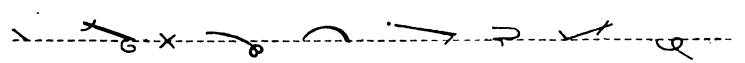
advantageous, we-are-Yours-truly.



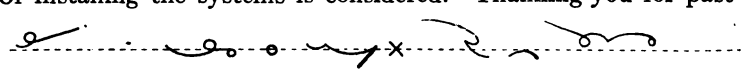
The advantages-of-the new system, as compared with-the old,



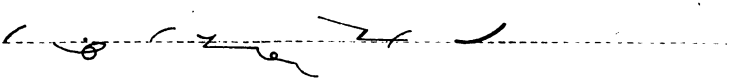
are inappreciable. This-is very apparent when-the relative cost-



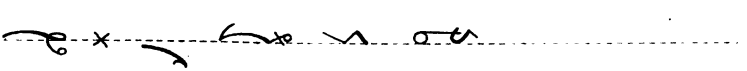
of installing the systems is considered. Thanking-you for past-



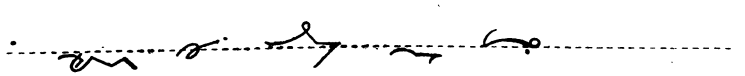
favors, and soliciting a continuance-of-your patronage, we-are-



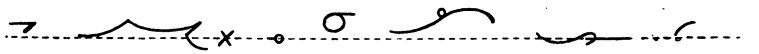
Very-truly-yours. Through-the inadvertence-of-our stenographer,



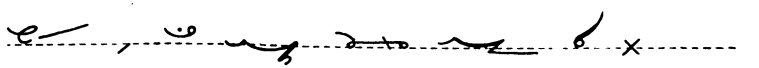
the photograph-of-our building was-omitted from-the advertising



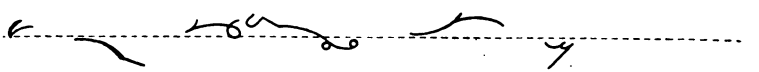
matter we-sent-you. His statement was-very significant and cal-



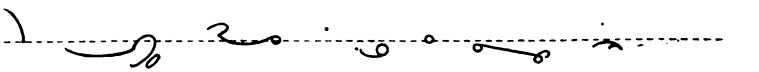
culated to-cause considerable uneasiness in-certain quarters.



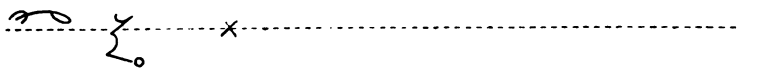
After-a thorough investigation-of-this-case we-have concluded



that somebody else, besides the accused, is responsible for-the pre-



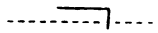
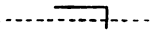
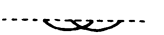
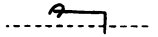
vailing condition-of-things.



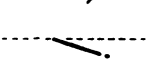
LESSON EIGHTEEN

57. **Word sign derivatives.** The derivatives of a word that is represented by a word-sign are formed by adding the necessary sounds to the primitive sign.

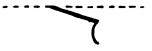
EXERCISE 179.

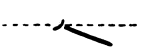
arrange-ed		successful	
arrangement		succession	
arranging		successive	
disarrange		particular	
prearrange		particulars-ize	
satisfy-ied		particularly	
satisfaction		practical, practice	
satisfactory		practicable	
dissatisfied		practicability	
circumstance-s		impractical	
circumstantial		opportune-ity	
circumstantially		opportunely	
success		inopportune	
succeed		appropriate	

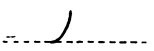
appropriated

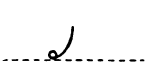
appropriating 

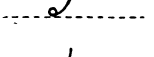
appropriation

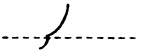
inappropriate 

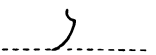
equal 

equals-equalize 

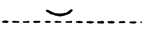
equality 

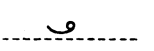
unequal 

character 

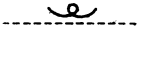
characters-ize 

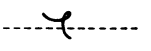
characteristic

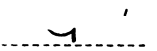
characterization 

caricature 

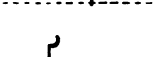
change-ed

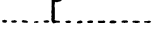
changes 

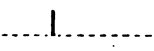
changeable 

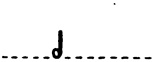
changing 

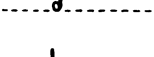
exchange

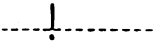
interchange 

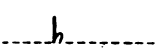
charge-ed 

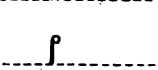
charges 

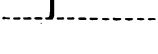
charging 

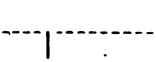
chargeable 

discharge 

judge-ed 

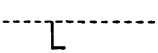
judging 

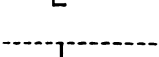
judgment 

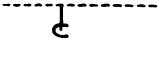
judgeship 

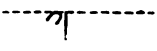
prejudge

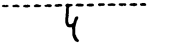
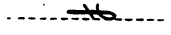
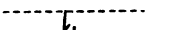
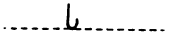
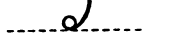
judicial

necessity 

necessities 

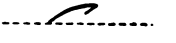
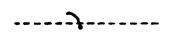
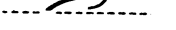
necessitate-ed-ing 

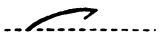
necessary 

necessaries		subjecting	
necessarily		subjection	
unnecessarily		subjective	
object-ed-ing		requisite	
objection-able		requisition	
subject		non requisite	

58. **Pronominal and adverbial compounds.** The following compound pronouns and adverbs are frequently misused by the stenographer, and are given at this point so that you may become familiar with their orthography, as well as their shorthand outlines.

EXERCISE 180.

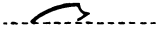
anybody		everywhere	
anyhow		hereat	
anything		hereabout	
anyway		hereafter	
anywhere		hereby	
everlasting		herefrom	
evermore		herein	
everybody		hereinafter	
everything		hereinbefore	

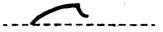
hereinto 

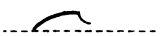
hereto

heretofore

hereunto

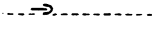
hereunder 

hereupon 

herewith 

meanwhile

moreover

nevertheless 

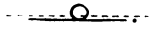
nobody

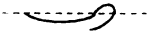
nowhere

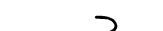
notwithstanding

somebody

somehow

sometime 

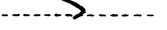
someway 

somewhat 

somewhere

thenceforth

thereat

thereabout 

thereafter

thereby

therefor
therefore

therefrom

therein

thereinafter

thereinbefore

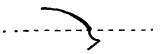
thereinto

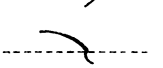
thereof

thereon

thereout

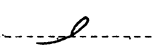
thereto

thereunto 

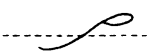
thereupon 

therewith

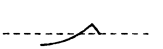
therewithal

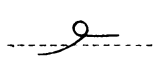
withal 

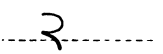
withdraw

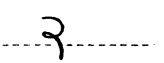
withhold
withheld 

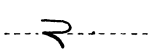
within

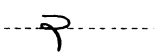
without 

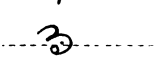
withstand 

whatever 

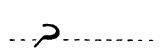
whatsoever 

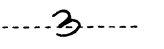
whenever 

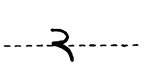
whensoever 

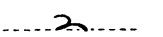
whereabouts 

whereas

whereat 

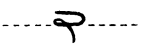
whereby 

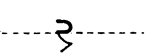
wherever 

wherefor
wherefore 

wherefrom

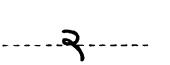
wherein

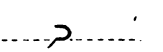
whereinsoever 

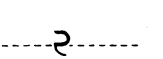
whereunto 

whereof

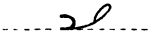
whereon

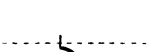
wheresoever 

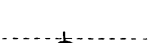
whereto 

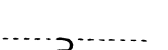
whereupon 

wherewith

wherewithal 

whichever 

whichsoever 

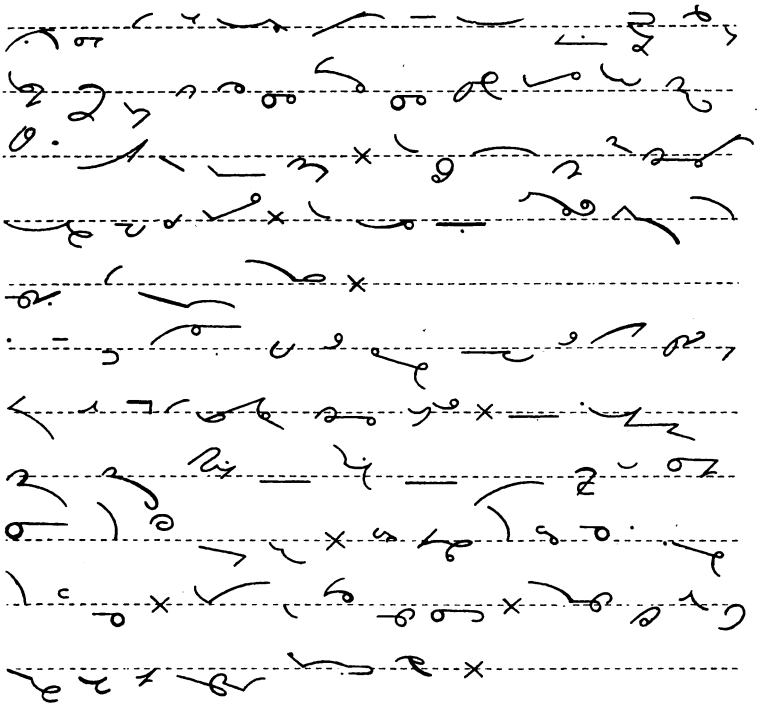
whoever 

EXERCISE 181. The shorthand key to this exercise appears on the following page. Practice it until you can write it at the rate of 100 words per minute.

THE SEA OF LIFE.

However smooth and calm-the sea-of life may seem to-you-now, when-you-once-are fairly upon-it you-will-find-it frequently[25] roughened by fierce storms, and-these storms will-master-you unless you-can bear-up against the wind or run before-it. Your studies have[50]-been but-the play-of business-life; soon-you-will-be among its realities. Your swords now-are in-their-scabbards; out-there they must[75]-be-drawn and prove their-metal.

The man who has-no grit in-his disposition, no-pluck in-his heart, will-be-trampled to death[100] in-the march and collisions-of business complications. No accident-of birth, plethoric bank-account, no education, no human friendship, can stand-the strain that[125] shall-be put upon-you. Clear-the difficulties that shall-rise, master the opposition that shall muster. Your-hand upon affairs must-be strong. There[150]-must-be bones in-your body, or-you-will-be crushed into-the pulp-of-an overwhelming failure.[168]



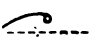
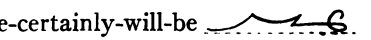
LESSON NINETEEN

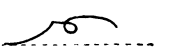
59. **Suggestions for phrasing.** The lists of phrases in previous lessons have been given for a threefold purpose, (a) that the student would early form the habit of phrasing; (b) that by example he would learn the character of words that are phrased; (c) that he would learn to apply the general rules of the system in phrase-writing, as well as in forming abstract words.

After this lesson you will be required to construct your own phrases, and as it is necessary for you to know what to phrase, it is the purpose of this lesson to instruct you in the selection of proper phrase elements.

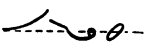
A shorthand phrase should be a grammatical phrase. However convenient and easy outlines may be to join, they should not be connected unless the words they represent constitute a grammatical phrase, or if joining them would impair their legibility. In this connection, you should remember that properly constructed phrases are more legible than abstract outlines, and, if you will heed the following suggestions, you will have no difficulty in writing and reading phrases.

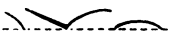
EXERCISE 182. As a general rule, the *pronominal* subject is immediately followed by its verb or verbal modifier, and is, therefore, an *initial* phrase element requiring the verb or adverb to be joined to it, thus:

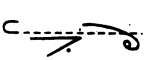
he-is  we-certainly-will-be 

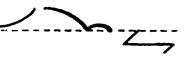
they-say we-must-have 

EXERCISE 183. An expression, other than an adverb, coming between the pronoun and its verb, is parenthetic, and though the expression may constitute a separate phrase, it should not be joined to the pronoun.

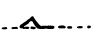
we, of-course, will 

they, perhaps, have 

she, no doubt, thinks 

we, therefore, do-not 

EXERCISE 184. *Defining, limiting* or *modifying* words are joined, when practicable, to the words they modify, as:

our-men 

direct-vote

every-thought

very-much

EXERCISE 185. An *auxiliary verb* is usually joined to the principal word, consequently is an *initial* phrase element:

shall-have

may-take

shall-be

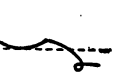
must-be

ought-not

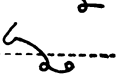
must-not-be

EXERCISE 186. *Transitive verbs* are *initial* phrase elements, and are usually joined to their objects, or the elements preceding their objects, as:

has-it

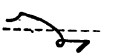
see-this-man 

makes-it

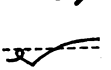
take-this-case 

EXERCISE 187. All the *prepositions*, except *of*, *off*, and *up*, are *initial* phrase elements, hence, a preposition is joined to its object, or the word that immediately follows the preposition, as:

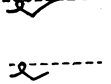
on-time

in-this-matter 

on-hand

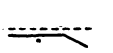
in-his-own-home 

in-hand

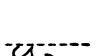
in-his-own-time 

EXERCISE 188. As a rule, *of*, *off* and *up* follow immediately after the word whose relation they show to the object. They are, therefore, *final* phrase elements, and are joined to the *preceding* word, thus:

think-of

now-off 

man-of

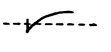
go-up 

report-of

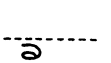
sail-up

EXERCISE 189. As *conjunctions* and *relative pronouns* are introductory words, they naturally form *initial* phrase elements, as:

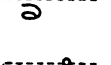
but-he

which-he 

but-this

who-will 

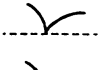
and-we

who-was 

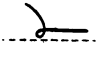
and-that

that-he

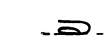
which-is

that-is-necessary 

which-may

that-was 

EXERCISE 190. A *common adverb* is usually joined to the following word, as:

when-will  there-can

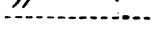
there-are when-may

there-is where-is

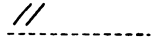
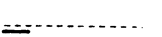
To apply this instruction to matter you wish to outline, first read the matter, underscoring the phrases. Then outline and practice them, after which you may outline and practice the entire article.

60. **Conjunctive and prepositional phrases.** There is a class of phrases consisting of three or more words, two of which are alike and connected by a preposition or conjunction, as *by* and *by*, *day* by *day*, etc. The connecting words are omitted in writing these phrases, and the omission shown by the relative positions of the two like words.

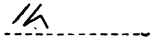
EXERCISE 191. The following list should be memorized.

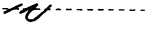
day by day  over and above

day after day more and more

day in and day out  time and time again 

from day to day from time to time

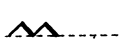
forever and ever  higher and higher

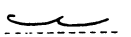
over and over by and by 

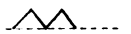
over and over again better and better

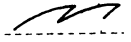
nearer and nearer

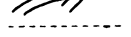
again and again

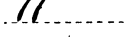
hour by hour 

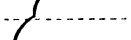
place to place 

out and out 

hand in hand 

hand over hand 

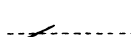
year by year 

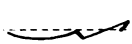
year to year 

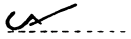
year after year

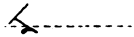
years and years ago

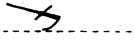
year in and year out

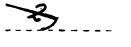
more or less 

sooner or later 

greater or less 

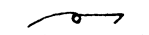
one or the other 

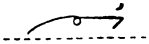
party of the first part 

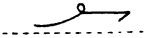
party of the second part 

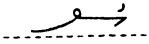
61. The *contractions* of such expressions as ***has not***, ***can not***, etc., are distinguished by placing an apostrophe above the outline.

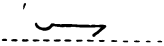
EXERCISE 192.

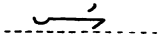
has not 

hasn't 

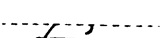
was not 

wasn't 

can not 

can't 

does not

doesn't 

DAYS AND MONTHS

EXERCISE 193.

Sunday

Monday

Tuesday

Wednesday

Thursday

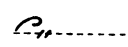
Friday

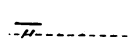
Saturday

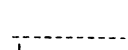
January

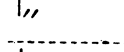
February

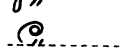
March

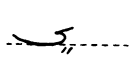
April 

May 

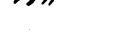
June 

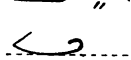
July 

August 

September 

October

November 

December 

EXERCISE 194. The key to this letter appears on the following page. Practice it until you can write it at the rate of 100 words per minute.

Buffalo Box Factory,
365 Babcock St.,
Buffalo, N. Y.

Gentlemen:

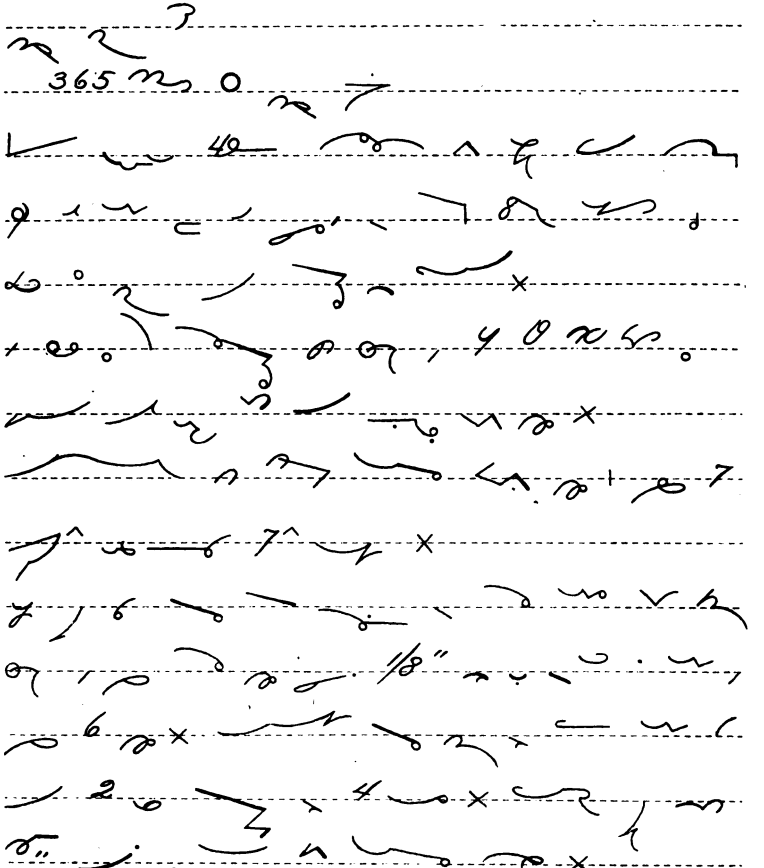
Your-communication (of the) 4th-inst. has-received our careful-attention, and-we[25]-are very-much interested in-the carton shown in illustration on page 8-of-your catalogue, which-is described as "box with partitions for glassware.[50]"

It strikes us that these-partitions will-be sufficient to guard against breakage and-enable us to-do-away with-the corrugated wrapper we-are[75] now-using on-our bottles.

We-have-sent-you by prepaid express one-of-our bottles, which holds seven liquid-ounces, commonly known-as-a[100] seven-ounce soda

Kindly quote us-a price per thousand on these cartons of-a depth sufficient to hold these-bottles, allowing $\frac{1}{8}$" for[125]-the crown, or cap, the carton to hold six bottles. We-want-a price both on-the plain carton and with two color printed matter[150] on-the four sides. Please-make-your quotation f. o. b. Baltimore, wiring us same at-our expense.

Very-truly-yours,[171]



EXERCISE FOR LEARNING THE USED SOUNDS OF CONSONANTS

Consonant	*Word pronounced*	*Position of Lips, Tongue and Teeth*
B	Ca(b)	Light explosion of lips on *inner* side.
C	Fa(c)e	Hissing of breath through *closed* teeth.
D	Ha(d)	Light pressure of tip of tongue back of teeth on hard palate, and puff of breath.
F	Li(f)e	Upper teeth on outer edge of lower lip. Puff of breath.
G	Lo(g)	Tip of tongue against lower teeth, while middle of tongue touches highest point of hard palate in center. Light expulsion of breath with the consonant.
H	(H)ad	(Jaw relaxed.) Tip of tongue against lower teeth, breath expelled slightly.
J	(J)ug	(Jaw movement.) Lips slightly out from teeth. Tip of tongue on hard palate back of teeth with teeth together. Vigorous expulsion of breath with the consonant.
K	Ma(k)e	Tip of tongue against lower teeth, while middle of tongue touches highest point of hard palate in center.
L	Mai(l)	Tip of tongue resting against lower teeth, while saying the vowel. Finish by raising tip of tongue to hard palate back of upper teeth; no emission of sound *before* downward movement of tongue.
M	Na(m)e	Lips together on center edge. Vowel followed by puff of breath.
N	Fa(n)	Tip of tongue somewhat further back than in L. Motion the same.
P	Ma(p)	Lips closing on outer edge, opening with puff of breath.
Q	(Q)ueer	Combination of K & U spoken simultaneously.
R	Hai(r)	Slight roll of tip of tongue if at end of word. At beginning of word, lips out as in W, followed by quick roll of the tongue.
S	Ba(s)e	Same as C.
T	Fa(t)	Tip of tongue a little back of teeth. Puff of breath.
V	Ha(v)e	Upper teeth on center edge of lower lips. Breath slightly pressed at teeth until consonant is spoken.
W	(W)as	Combination of D, B, L and U spoken quickly. B & D almost together.
Y	(Y)acht	Lips pursed out as in "u," and releasing them as they go into the vowel. Combination of oo–i.
Z	(Z)ephyr	Like C, but coming with sound more buzzing through teeth. Less of the hiss.

VOCABULARY

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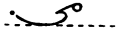
accidental 
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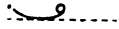
accusation 
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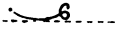
acquaint 
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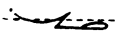
acquiesce 
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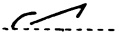
acquit 
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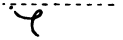
adequate 

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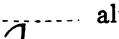
administration 
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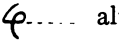
advance 
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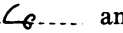
advertisement 
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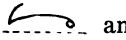
advisability 
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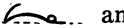
aggressive 
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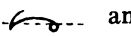
agriculture 
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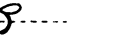
alternative 
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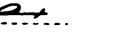
ambiguous 
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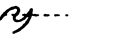
ambitious 
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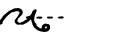
analogous 
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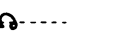
anniversary 
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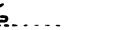
anonymous 
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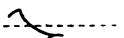
anxious 

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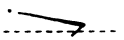
apparent 

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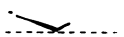
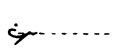
appertain 

applicant 

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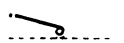
appraise 

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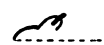
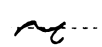
arbitrary 

architect 

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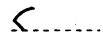
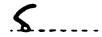
area 

arrears 

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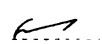
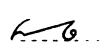
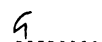
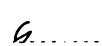
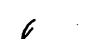
athlete 

athletics 

attach 

attempt 

attitude 

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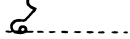
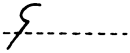
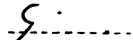
audacious 

audit 

auditor 

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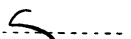
authority 

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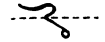
carriage 

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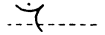
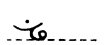
central 

certain 

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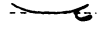
certify 

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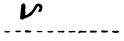
chattel 

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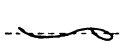
classify 

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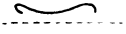
clergy 

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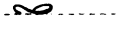
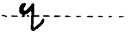
clothes 

coadjutor 

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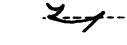
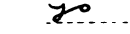
coincidence 

collateral 

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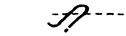
commission 

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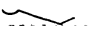
complete 

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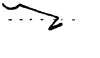
complicate 

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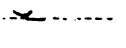
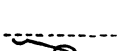
compliment 

compulsion 

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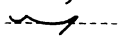
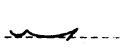
conceit 

conceive 

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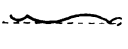
concession 

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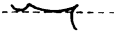
conclusive 

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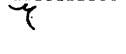
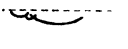
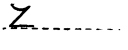
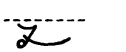
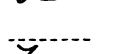
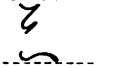
condescend 

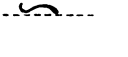
condescension 

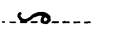
condition 

conducive 

conductor 

confer 

conference 

confession 

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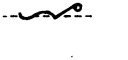
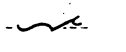
confirm 

congress 

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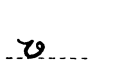
congruous 

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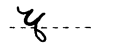
conscience 

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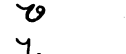
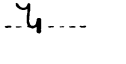
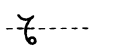
conscientious 

consecutive 

consequence 

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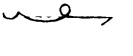
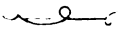
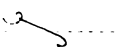
consistency 

conspicuous 

conspiracy 

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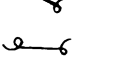
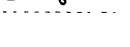
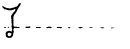
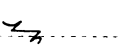
contagious 

contemptible 

contention 

contents 

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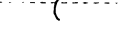
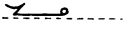
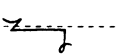
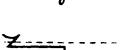
contingent 

continue 

continuance 

continuous 

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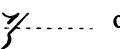
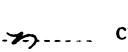
contradictory 

contribute 

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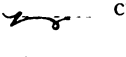
convenience 

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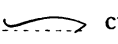
conversation 

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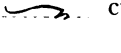
conveyance 

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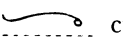
convincing 

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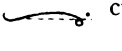
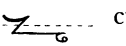
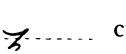
creditor 

criterion 

critical 

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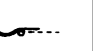
criticism 

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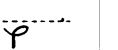
cultivation 

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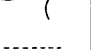
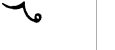
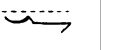
current 

cursory 

custody 

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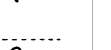
customary 

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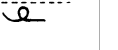
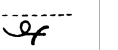
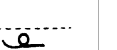
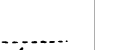
cutting 

daily 

damaged 

data 

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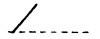
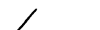
debtor 

decorate 

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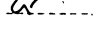
deficit 

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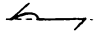
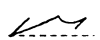
demonstrate 

democratic 

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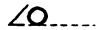
depth 

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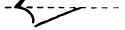
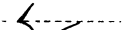
dereliction 

deceitful 

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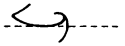
decisive 

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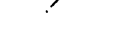
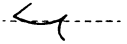
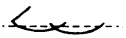
defense 

defendant 

deference 

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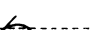
deficiency 

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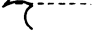
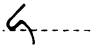
degree 

deliberate 

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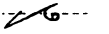
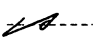
delinquent 

demise 

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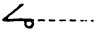
demurrage 

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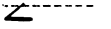
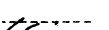
dependent 

depository 

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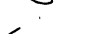
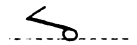
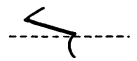
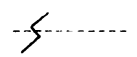
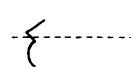
depreciate 

depressed 

depression 

deride 

derision 

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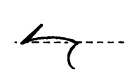
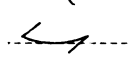
derivation 

descend 

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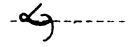
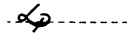
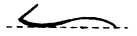
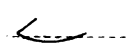
descriptive 

deserve 

design 

desirable 

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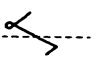
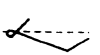
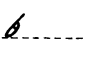
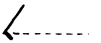
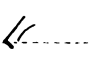
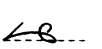
despite 

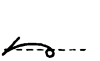
despondent 

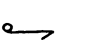
details 

deter 

deteriorate 

develop 

device 

designate 

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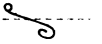
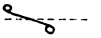
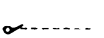
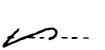
despise 

destined 

dialogue 

dictate 

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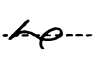
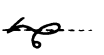
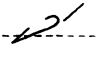
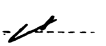
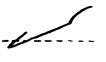
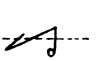
difficulty 

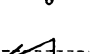
difficulties 

dilapidated 

dilatory 

dilemma 

diligence 

diligent 

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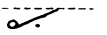
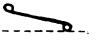
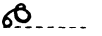
disappearance 

disastrous 

disburse 

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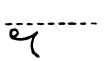
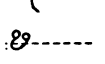
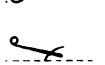
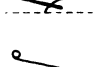
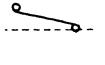
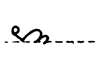
discussion 

disguise 

disparage 

dispense 

disreputable 

dissension 

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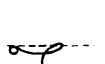
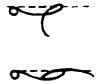
dissuade 

distinct 

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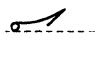
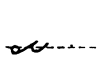
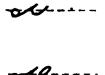
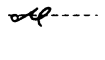
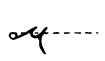
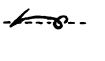
distinction 

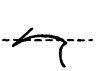
distribute 

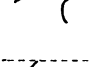
disturbance 

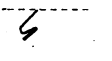
divide 

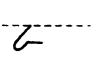
dividend 

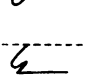
divisible 

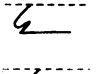
division 

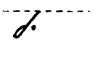
doctor 

document 

doctrine 

doubtful 

dubious 

duly 

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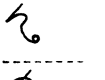
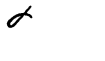
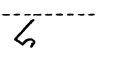
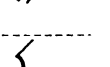
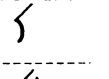
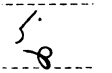
duration 

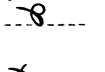
duty 

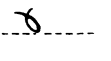
earliest 

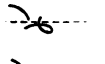
early 

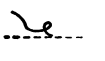
earn 

earnest 

editor 

education 

effectually 

efficacy 

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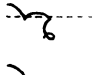
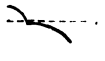
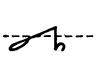
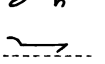
either 

eligible 

emanate 

emergency 

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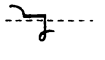
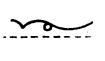
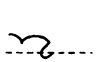
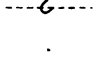
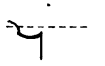
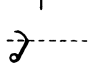
emphatic 

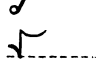
encourage 

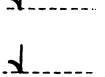
endorse 

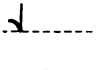
energetic 

energy 

England 

enough 

enthusiastic 

entitled 

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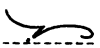
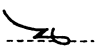
extravagant 

extremely 

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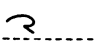
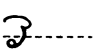
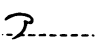
factor 

factories 

faculty 

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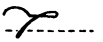
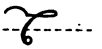
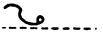
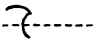
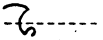
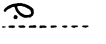
familiar 

familiarize 

famous 

fashion 

fashionable 

fault 

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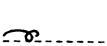
feasible 

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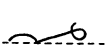
felicity 

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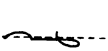
finally 

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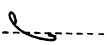
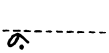
flexible 

flour 

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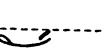
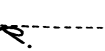
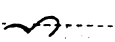
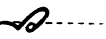
flustrate 

following 

forbid 

forbearance 

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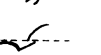
fortunate 

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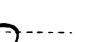
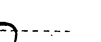
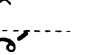
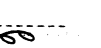
frequency 

frequently 

frustrate 

fulfil 

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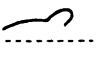
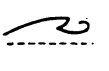
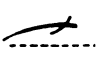
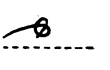
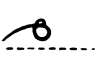
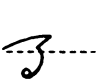
habit 

handicap 

harmonize 

hastily 

hazardous 

headquarters 

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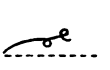
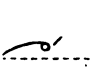
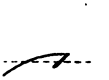
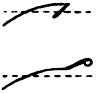
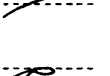
hesitancy 

hesitate 

hinder 

hindrance 

holiday 

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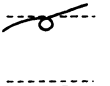
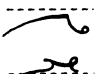
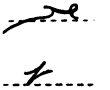
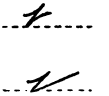
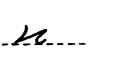
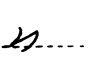
humorous 

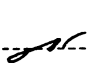
hypocrisy 

idea 

ideal 

identical 

identity 

illiterate 

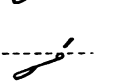
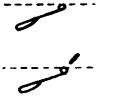
illustrate 

illustration 

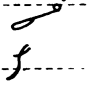
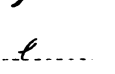
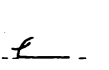
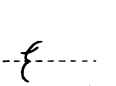
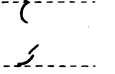
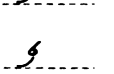
imaginary 

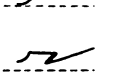
image 

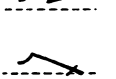
imagine 

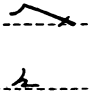
imagination 

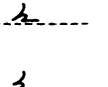
imitate 

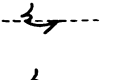
imitators 

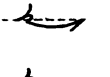
immaterial 

imperative 

implement 

implicate 

implicit 

implied 

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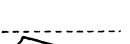
impunity 
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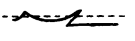
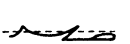
incidental 
include 
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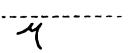
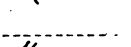
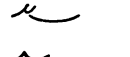
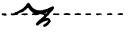
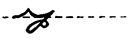
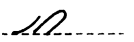
incredible 
incredulous 
incumbent 
incumbrance 
indemnify 
indemnity 
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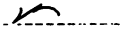
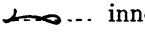
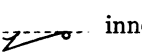
indistinct 

individual 
indolence 
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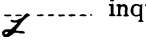
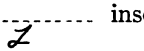
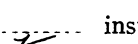
inducement 
industrial 
industrious 
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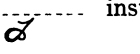
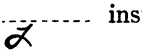
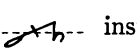
ineligible 
inexcusable 
inexhaustible 
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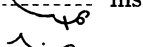
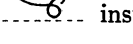
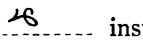
infringement 
ingenious 
ingenuous 
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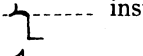
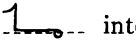
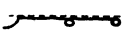
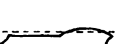
inheritance 
initiative 

innocence 
innovation 
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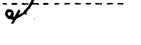
insolvency 
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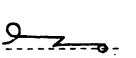
instead 
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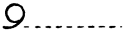
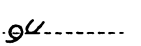
instrument 
insurable 
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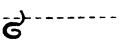
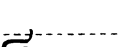
interlineation 
interpretation 
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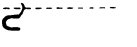
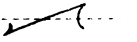
interruption 
interurban 

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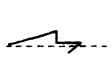
legitimate 

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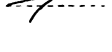
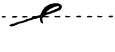
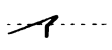
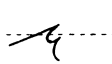
literally 

literature 

litigation 

local 

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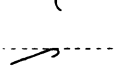
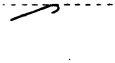
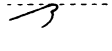
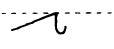
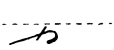
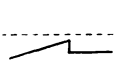
locality 

logic 

lucrative 

luncheon 

luscious 

luxury 

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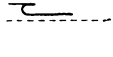
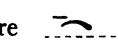
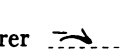
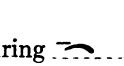
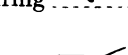
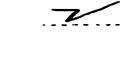
manipulate 

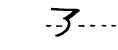
manufacture 

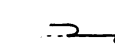
manufacturer 

manufacturing 

material 

maturity 

mechanism 

medium 

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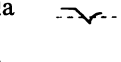
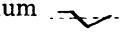
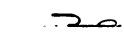
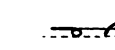
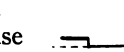
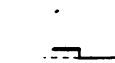
mercantile 

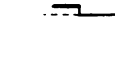
mercenary 

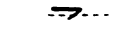
merchandise 

merchant 

merit 

meritorious 

Messrs. 

method 

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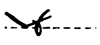
ordinarily 

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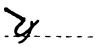
organization 

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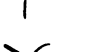
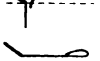
originate 

ornamental 

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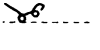
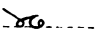
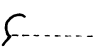
ostentatious 

ought 

parallel 

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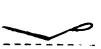
partiality 

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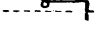
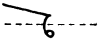
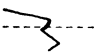
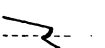
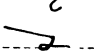
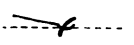
patriot 

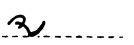
patriotic 

patriotism 

patronage 

patronize 

pecuniary 

peremptory 

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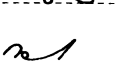
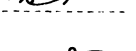
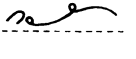
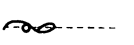
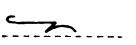
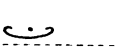
persuade 

persuasive 

physical 

plaintiff 

plausible 

policy 

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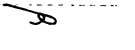
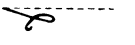
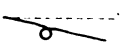
postpone 

poverty 

precious 

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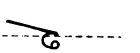
presence 

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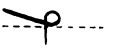
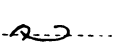
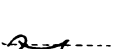
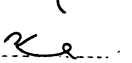
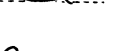
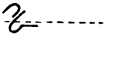
prestige 

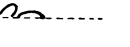
precipitate 

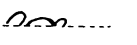
precision 

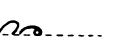
predecessor 

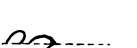
predicament 

prefer 

preferable 

preference 

preferred 

prejudicial 

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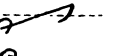
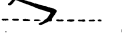
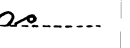
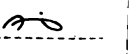
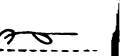
pretense 

prevailing 

prevalent 

private 

privilege 

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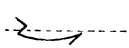
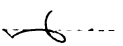
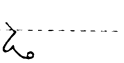
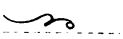
reticent 

revolution 

ridiculous 

sacrifice 

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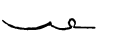
sarcasm 

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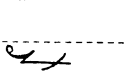
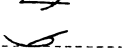
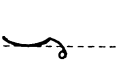
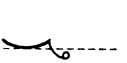
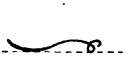
scrutinize 

seldom 

series 

serious 

serviceable 

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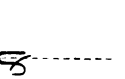
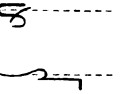
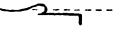
shrinkage 

signature 

simplest 

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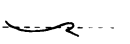
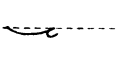
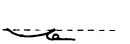
singular 

social 

socialism 

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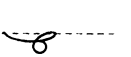
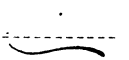
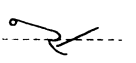
solicit 

souvenir 

speculation 

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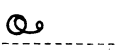
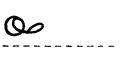
statistics 

statistical 

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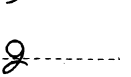
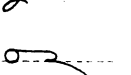
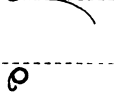
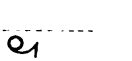
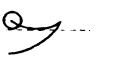
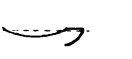
steadily 

strengthen 

struggle 

structure 

subsequent 

symmetry 

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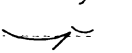
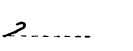
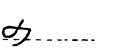
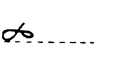
syndicate 

temple 

testimony 

testimonial 

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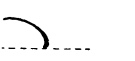
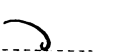
theory 

theoretical 

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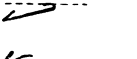
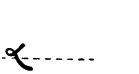
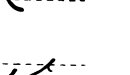
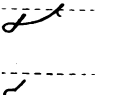
transaction 

treasurer 

trustworthy 

tuition 

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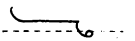
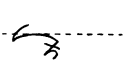
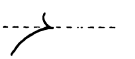
unanimous 

unavoidable 

union 

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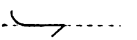
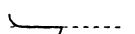
unite 

unity 

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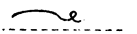
vacancy 

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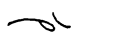
valuation 

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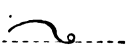
various 

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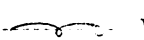
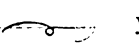
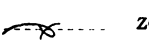
vice versa 

vicinity 

village 

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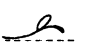
welfare 

widespread

withdraw

withdrew

wholesale

yesterday

zeal

zealous

zephyr